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ABSTRACT

The purpose of this self-evaluation manual is to provide the procedures and instrumentation through which vocational education program personnel may evaluate or re-evaluate the value and effectiveness of their program. The manual is based upon statewide goals and objectives of vocational education as determined in 1983 by the project advisory committee and project staff. These guidelines are meant to be used in conjunction with and as a first step prior to the external evaluation so that a comprehensive internal and external evaluation may result. The manual is organized in three chapters. The first chapter concerns self-evaluation, and provides information on preparation for the evaluation, conducting the self-evaluation, conducting a followup survey, coding instruments, and writing the self-evaluation report. In the second chapter, external evaluation is discussed. Information is given on team size, preparation for the visit, and roles during and after the visit. The final chapter of the manual suggests appropriate ways to use evaluation findings. Appendixes to the manual provide blank forms and sample forms for use in self-evaluation of vocational education programs. (KC)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SECONDARY VOCATIONAL PROGRAM EVALUATION PROJECT

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SELF-EVALUATION MANUAL

September, 1985

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SELF-EVALUATION MANUAL

Prepared for the

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PREFACE

The purpose of this Self-Evaluation Manual is to provide the procedures and instrumentation through which vocational education program personnel may evaluate or re-evaluate the value and effectiveness of their program.

Although there are many factors which contribute to a successful self-evaluation, essentially there are three basic commitments required of those who wish to ensure a quality self-evaluation:

- willingness to invest the time, effort and expense required to carry it through,
- support of administrative and program personnel for the purpose of the study, and
- a conscientious dedication to carry out, to the greatest possible extent, any improvements which the study shows to be needed for strengthening the program's structure and services.

The Self-Evaluation Manual is based upon statewide goals and objectives of vocational education as determined in 1983 by the project Advisory Committee and project staff. Advisory Committee members included: Theresa Abrams, Instructor, Washington High School; Ruel Falk, Director, Bureau for Vocational Education, DPI; Harold Goetz, District Administrator, Kaukauna Area Schools; Jerry Henning, Supervisor, DPI; Laurie Hittman, Northwest Homemaking Coordinator; Barbara Lynch, LVEC, Waunakee High School; Dan Marquardt, John Deer Horicon Works; Virgil Martinson, Supervisor, DPI; Al Pitts, LVEC, Racine Unified School District; Karl Powell, LVEC, Milwaukee Public Schools; John S. Robinson, Chairperson, Business Division, MATC; Richard Sawicki, Building Representative, Wisconsin State AFL-CIO; Jerald Schoenike, Assistant District Administrator, Sheboygan Area Schools; Preston Smeltzer, Supervisor, DPI; Paul Speight, Special Projects Director, DPI; Elaine Staaland, Supervisor, DPI; Bill Wilberg, Wisconsin Manufacturers & Commerce; Carlyle Gilbertson, UW-Stout, and John Triphan, UW-Stout, CVTAE, Ex Officio; Dorothy Dale, Elizabeth Klitzke, and Orville Nelson, UW-Stout, CVTAE, Coordinators. These Guidelines are meant to be used in conjunction with and as a first step prior to the external evaluation so that a comprehensive internal and external evaluation may result. (See Team Visitation Guidelines.)

Recognition for foresight and continual support and assistance throughout the project is given to the Wisconsin Department of Public Instruction, Bureau for Vocational Education, Richard Dignan, Director. The administration, LVEC and vocational staff of the participating schools are also commended for having responded with wholehearted professional dedication in the use of the evaluation model, doing so in many cases under rigorous time constraints.

Thanks to all others who have helped in the development and conduct of this project.

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INTRODUCTION

In an attempt to be accountable for the distribution of vocational funds as well as to promote optimum planning and improvement of local programs, the Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education programs. From FY78 to FY82, 244 secondary schools evaluated their vocational programs.

During the FY83 Secondary Vocational Program Evaluation Project, the original evaluation model was revised in a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a two-day workshop attended by project advisory committee members and CVTAE project personnel. At the workshop, the revised evaluation model was developed depicting program activities as PLANNING, IMPLEMENTATION, and EVALUATION. Key questions were generated within each program phase indicating key evaluation concerns. The instrumentation and procedures of both the Self-Evaluation Manual and Team Visitation Guidelines are based upon these identified program evaluation concerns.

The DPI Secondary Vocational Program Evaluation, FY83 to FY87, consists of three interrelated phases as illustrated in Figure 1 and described on page 4.

Figure 1

OVERVIEW OF THE MODEL
DPI SECONDARY VOCATIONAL PROGRAM EVALUATION

Interrelation with Local Long-Range Plan

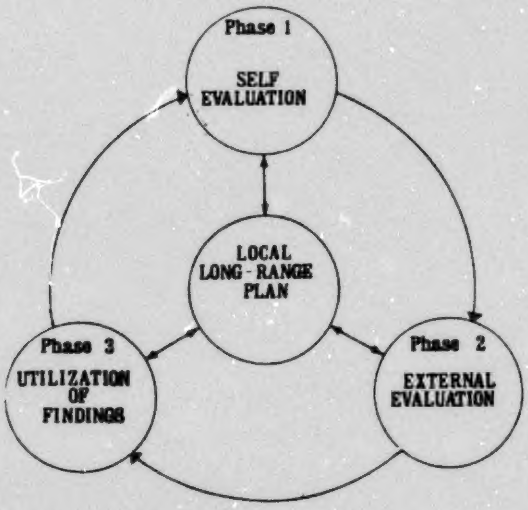


Figure 2 presents an overview of the evaluation activities to be completed for each phase. See pages 4 - 5 for narrative description of specific activities.

Figure 2

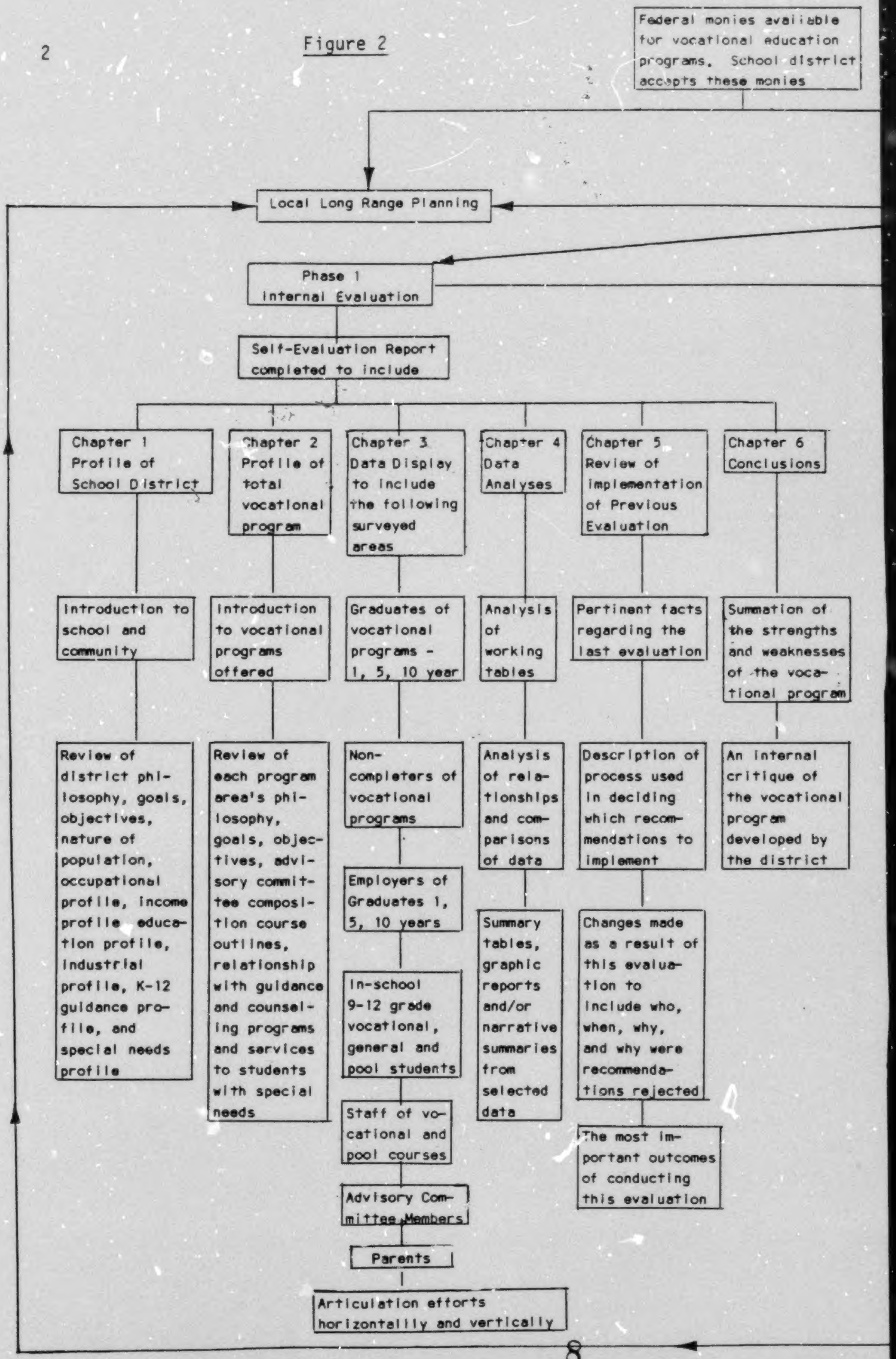
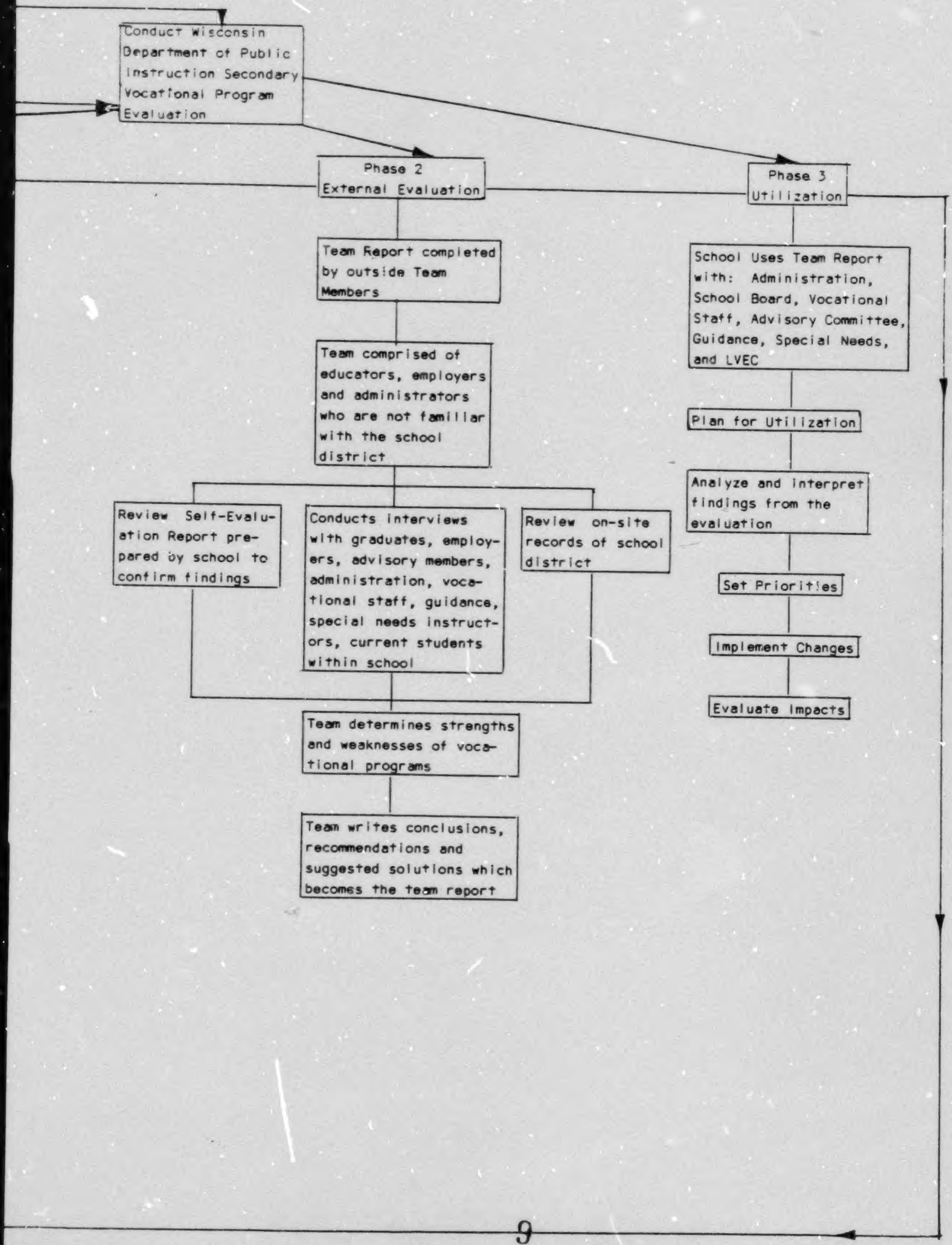

Federal monies available for vocational education programs. School district accepts these monies
Local Long Range Planning
Phase 1 Internal Evaluation
Self-Evaluation Report completed to include
Chapter 1 Profile of School District
Chapter 2 Profile of total vocational program
Chapter 3 Data Display to include the following surveyed areas
Chapter 4 Data Analyses
Chapter 5 Review of implementation of Previous Evaluation
Chapter 6 Conclusions
Introduction to school and community
Introduction to vocational programs offered
Graduates of vocational programs - 1, 5, 10 year
Analysis of working tables
Pertinent facts regarding the last evaluation
Summation of the strengths and weaknesses of the vocational program
Review of district philosophy, goals, objectives, nature of population, occupational profile, income profile education profile, industrial profile, K-12 guidance profile, and special needs profile
Review of each program area's philosophy, goals, objectives, advisory committee composition course outlines, relationship with guidance and counseling programs and services to students with special needs
Non-completers of vocational programs
Analysis of relationships and comparisons of data
Description of process used in deciding which recommendations to implement
An internal critique of the vocational program developed by the district
Employers of Graduates 1, 5, 10 years
Summary tables, graphic reports and/or narrative summaries from selected data
Changes made as a result of this evaluation to include who, when, why, and why were recommendations rejected
In-school 9-12 grade vocational, general and pool students
Staff of vocational and pool courses
The most important outcomes of conducting this evaluation
Advisory Committee Members
Parents
Articulation efforts horizontally and vertically

Figure 2 (continued)


Conduct Wisconsin Department of Public Instruction Secondary Vocational Program Evaluation
Phase 2 External Evaluation
Phase 3 Utilization
Team Report completed by outside Team Members
Team comprised of educators, employers and administrators who are not familiar with the school district
Review Self-Evaluation Report prepared by school to confirm findings
Conducts interviews with graduates, employers, advisory members, administration, vocational staff, guidance, special needs instructors, current students within school
Review on-site records of school district
Team determines strengths and weaknesses of vocational programs
Team writes conclusions, recommendations and suggested solutions which becomes the team report
School Uses Team Report with: Administration, School Board, Vocational Staff, Advisory Committee, Guidance, Special Needs, and LVEC
Plan for Utilization
Analyze and interpret findings from the evaluation
Set Priorities
Implement Changes
Evaluate Impacts

Overview of the Evaluation Model

The evaluation model is made up of three phases: Self-Evaluation, External Evaluation, and Utilization of Evaluation Findings. The relationship of planning to the overall evaluation system is also shown. Planning takes two forms, the initial planning which precedes the Self-Evaluation and the Local Long-Range Plan (LLRP) which interrelates with all phases of the evaluation cycle.

> *The diagram should not imply that the evaluation is the only force impacting on the Local Long-Range Plan, but that the evaluation cycle does interface continuously with the Local Long-Range Plan.*

Various preliminary planning activities take place prior to the Self-Evaluation including identifying a steering committee, establishing a budget, reviewing the previous vocational evaluation reports, attending training workshops, ordering instruments, planning for Utilization of Evaluation Findings and the External Evaluation. The LLRP serves as a directing base for these initial planning activities.

> NOTE: The scope of the evaluation is limited to total vocational program. Staff members are not evaluated.

SELF-EVALUATION. Adapting and using the procedures and instruments contained in the Self-Evaluation Manual, schools conduct and report a comprehensive self-evaluation of the total vocational programs. These include vocational guidance and counseling, and services to students with special needs within the vocational program. Eight instruments are required, two POOL instruments are required if the school has POOL project(s), and six instruments are optional. Schools who completed their evaluation in FY78-82 will address utilization of their findings toward program improvement as outlined in their LLRP.

EXTERNAL EVALUATION. Adapting and using the procedures and instrumentation contained in the Team Visitation Guidelines, schools conduct an external evaluation and receive a written report containing conclusions, recommendations, and solutions for program improvement. This report will incorporate progress made toward implementing FY78 to FY82 recommendations and LLRP goals.

UTILIZATION OF EVALUATION FINDINGS. In this phase, schools analyze and interpret findings from the Self-Evaluation and Team Visitation Reports, set priorities, implement changes, and monitor impact which occurs as a result of the evaluation. Participation of staff is acknowledged. Plans for the next evaluation cycle are also begun. (See Self-Evaluation Manual, pp. 31 to 46 for suggested utilization process.)

The priorities that are set in the Utilization phase are used in developing and/or updating the Local Long-Range Plan and program/deparment short- and long-range plan.

Flexibility

The evaluation model reflects the needs of a changing economy as it addresses conservation of resources: time, people, money. The model contains a basic evaluation requirement for all schools, with options available for schools with additional resources for a more in-depth analysis of program.

Schools will find sixteen self-evaluation instruments, six of which are at the district's option (Self-Evaluation Manual, page 11.) Similarly, the size of the on-site visitation team is adjusted to fit the size of the vocational programs.

The evaluation model also assesses vocational services to special needs populations as well as vocational guidance and counseling services. (See definition of special needs on page 6.)

Major Outcome Measures

Major outcome measures of the vocational program evaluation are prioritized on three levels as illustrated in Figure 2.

Figure 3

Wisconsin DPI Secondary Vocational Program Evaluation

Three Major Prioritized Outcome Measures

1 **LOCAL** **Level**	**Promote and assist in the evaluation of *LEA vocational programs for the purpose of program improvement at the local level.**
2 **STATE** **Level**	**Provide valid and representative data on * LEA vocational programs for regional and statewide planners of vocational education.**
3 **NATIONAL** **Level**	**Help ensure accountability of federal and state funds allotted to * LEA vocational programs and to satisfy federal legislation and state requirements of program evaluation.**

*** LEA Local Education Agency (K-12, or as appropriate)**

GLOSSARY

Term	Definition
Occupational Preparation Program (OPP):	That portion of the vocational education program that directly applies to preparation for paid or unpaid employment. It includes (1) the instructional programs and (2) sequence and/or prerequisite courses.
Instructional Program Component (IPC):	The part of the Occupational Preparation Program (OPP) that includes occupational preparation for students according to their declared career objectives. Other elements of an IPC include federal funding, co-op/simulation/project method, and preparation for a wage-earning job.
Occupational Preparation Course Component (OPC):	That part of the Occupational Preparation Program that includes courses related to the instructional programs (IPC). These courses are either required or suggested for entry into the instructional program component. May include math, science, language arts, etc.
Sequence Course:	The part of the Occupational Preparation Program that includes courses that are not within the instructional program component (IPC). Sequence graduates may have taken: • one course in more than one program area, or • any course leading directly to a job preparation course, or • more than one course in a vocational program area not leading to an IPC course.
General Education Program:	An academic, nonvocational program.
Special Needs Students:	A generic term used to include (1) disadvantaged, (2) handicapped, and (3) those students with limited English speaking ability (LESA).
(1) Disadvantaged Students: (Refer to PI-1330, Column 13, ABC)	Persons (other than handicapped persons) who have academic or economic disadvantages and require special services, assistance or programs in order to enable them to succeed in vocational education programs. The term includes persons whose needs result from: lack of reading and writing skills; lack of mathematical skills; below grade level performances; poverty; parental unemployment; parental public assistance; or student being institutionalized or under state guardianship.

Term	Definition
(2) *Handicapped Students (EEN):*	Persons, who by reason of their handicapping condition, require special education and related services and who cannot succeed in the regular vocational program without special educational assistance or a modified vocational education program. The term includes persons who are mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; or health impaired; deaf-blind; specifically learning disabled; orthopedically impaired; and multihandicapped.
(3) *Limited English Speaking Ability (LESA):*	Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from normal studies to the same extent as a student whose primary language is English. Some examples of national origin minorities are persons of Spanish, Chinese, or Italian heritage.
Individual Education Program (IEP):	A written statement describing the education objective for and the services to be provided to each handicapped child.
POOL Project:	A project where secondary vocational students attend classes conducted by a Vocational, Technical and Adult Education (VTAE) district or other local school district. POOL project funds were created through an agreement between DPI and the Wisconsin Board of VTAE (WBVTAE) to create expanded access to vocational education for high school students.
Class-Size:	Entire class is comprised of secondary students (from one or several schools) and taught by VTAE educator.
Slot-in:	Secondary students are slotted into existing post-secondary classes.

Chapter 1

SELF-EVALUATION

Preparation

Commitment

The self-evaluation is a cooperative study and should involve commitment and support from the school and program administration and involvement of all program personnel. The community, advisory committee(s), board of education, graduates and students should be cognizant of the evaluation process and informed throughout.

Adequate time should be allowed to provide for effective planning and completion of all phases of the study. A one-year time span is looked upon as minimum with major committee assignments being made prior to the evaluation year. An 18-month time span is suggested for large and/or multiple school evaluations. (See Time Frame grid on page 13).

NOTE: DPI has established the following requirements:

- All 1985-86 schools must submit their Self-Evaluation Report to DPI and CVTAE by June 30, 1986.
- All 1985-86 schools must complete their on-site visitation by the end of Semester I, 1986-87.

Committees

(1) Steering Committee. In order that the self-evaluation study be effective and cohesive, it is necessary that overall responsibility for the study be vested in the head of the program - the Local Vocational Education Coordinator (LVEC). The LVEC will appoint a steering committee of which he/she should serve as a chairperson. A representative steering committee would include: LVEC, principal, guidance director, coordinating teacher(s), public relations specialist, academic representation, student/graduate representation, advisory committee member(s).

With the assistance of the steering committee, the LVEC charts the overall course of the self-evaluation making any adaptations deemed necessary, appoints working committees to conduct parts of the study, orients participants and other members of the institutional community to the self-evaluation, outlines a time schedule, and provides necessary materials for the committee's work.

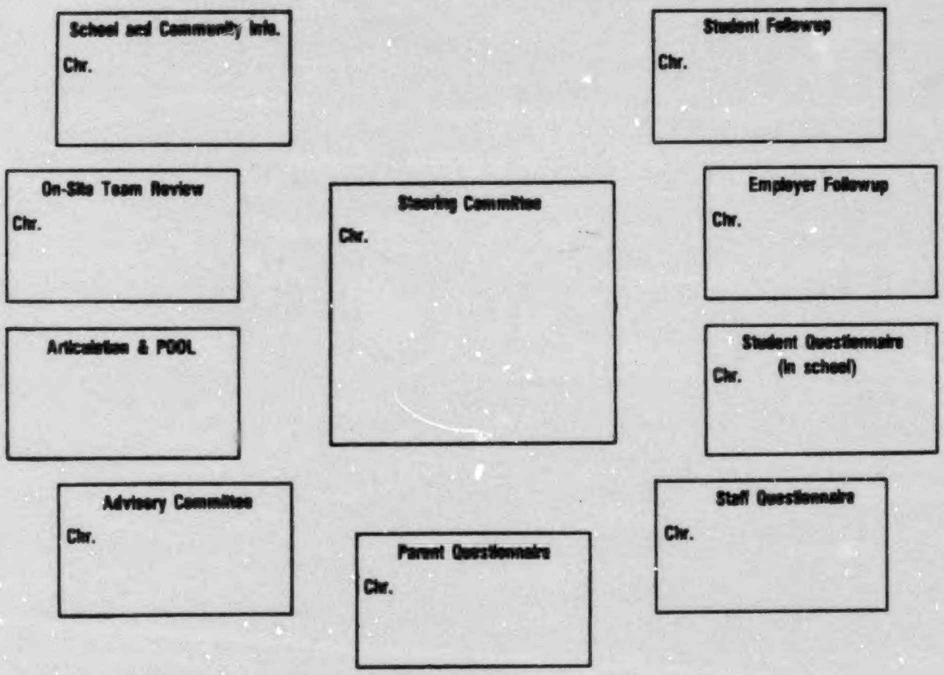
(2) Self-Evaluation Committees. Schools have found various committee assignments effective. Following are workable suggestions:

- School and Community information - three to four members with LVEC as chairperson.
- Student Followup Surveys - two to three members.
- Employer Followup Surveys - two members.
- Student (in school) Questionnaires - two members.
- Vocational Staff Questionnaires - one member.
- Advisory Committee Questionnaires - one member
- Parent Questionnaires - two members
- Articulation and POOL Questionnaires - two to three members, including one VTAE area staff person.

Figure 4 shows an example of committees for the evaluation.

Figure 4

WI DPI Secondary Vocational Program Evaluation


School and Community Info.
Chr.
Student Followup
Chr.
On-Site Team Review
Chr.
Steering Committee
Chr.
Employer Followup
Chr.
Articulation & POOL
Student Questionnaire (in school)
Chr.
Advisory Committee
Chr.
Parent Questionnaire
Chr.
Staff Questionnaire
Chr.

Self-Evaluation Activities

The instrumentation and procedures developed for self-evaluation of the vocational program are designed to involve and/or gather data from all persons involved with or benefiting from the program. This is in keeping with the idea of self-evaluation wherein the people most directly concerned with the various phases and facets of program be involved with the portions of the self-evaluation pertaining to their work or roles.

Sixteen evaluation instruments were selected to elicit data from program personnel (administrative, supportive, instructional, and special needs), students, employers, advisory persons, as well as parents and adjacent community educators. Two of these instruments were designed for POOL projects.

The evaluation instruments are identified below. Note that eight of the sixteen instruments are required, two are required if the school has funded POOL projects, and six are optional.

SURVEY INSTRUMENTS

FORM	
A	School and Community Information
B	Student Followup Study
	B1 One-Year B2 Five-Year (optional) B3 Ten-Year (optional) B4 Non-Completer
C	Employer Followup Study
	C1 One-Year C2 Five-Year (optional) C3 Ten-Year (optional)
D	Student Questionnaire - Grades 9-12
	D1 Sequence and IPC D2 Academic (optional) D3 POOL Project
E	Staff Questionnaire
	E1 Vocational Staff E2 POOL Project
F1	Advisory Committee Questionnaire
G1	Parent Questionnaire (optional)
H1	Articulation Questionniare

Questionnaire Forms A through H for each activity are included in a packet separate from this manual. All forms and required data processing are furnished to participating schools by the CVTAE.

Timetable

Early in the study a time schedule which reflects the following basic deadlines and elements should be established by the steering committee. Each participant should be given a copy of the schedule.

- Steering Committee establishes guidelines and tentative plan of operation. Formulate the first of the series of news releases for school and community awareness. Utilization components are identified.

- LVEC attends two in-service sessions conducted by CVTAE.

- Orient all program personnel to the purpose, procedure, instrumentation, and their roles in the self-evaluation. Issue Self-Evaluation Manuals, organize self-evaluation committees, publish and distribute lists of committees.
- Orient staff to utilization plan.
- Set beginning date of the evaluation. Begin followup activities as early as possible. (See "Guidelines for Conducting a Followup Survey," p. 20 .)
- Get out news release.
- Set deadlines for questionnaire response: professional staff, students (in-school), advisory committee members, employer and graduate followup. (A six to eight week period is suggested as minimum for mailed questionnaire response.)
- Set deadlines for data processing. (Allow two to three weeks, depending upon feedback from processing center at CVTAE, UW-Stout.)
- Set deadline for school district, program and occupational area profiles. This represents Chapters 1 and 2 of the Self-Evaluation Report and can be compiled any time prior to or during the data-collection step. Much of the content of these profiles is already in existence within the school and needs mainly to be organized and brought up-to-date.
- Set deadline for Chapter 5, Review of Implementation of Previous Evaluation. This chapter can be developed early in the Self-Evaluation phase.
- Set final date for completion of Self-Evaluation Report. (Allow at least six weeks to analyze data and develop tables for Chapters 3 and 4 and Conclusions/Strengths/Weaknesses for Chapter 6.)
- Set deadline for duplicating report and mailing one copy to the on-site team leader and each team member. The report must be completed so that team members have at least ten days for study of the report prior to the on-site evaluation date. The Self-Evaluation Report should be disseminated to appropriate school and program personnel. See page 9 for DPI deadlines for submission of Self-Evaluation Report.
- Schedule on-site team visitation dates. Plan for a two-day team evaluation allowing for the team to arrive early in the evening before orientation. (See Appendix D for sample schedule.)
- Publish the Team Report. (Allow one to two weeks for school personnel to type the final master of the team report from the rough-draft typed copy edited by the CVTAE consultant at the conclusion of the on-site visitation. Allow another one to two weeks for duplicating and binding.) This entire final activity is completed at the school.
- Disseminate the Team Report to appropriate school and program staff, board of education, DPI and CVTAE contact persons, and team members.
- Begin the second step of the utilization phase: analyze and interpret findings of the self-evaluation and team evaluation towards short- and long-range plans for program improvement. (See page 34.)

Two alternative program evaluation time frames are presented below to assist in evaluation timetable planning.

General Activities	Time Frame	
	1 Year	1½ Years
• Appoint steering committee	February-May	February-May
• Begin self-evaluation	September	September
• Conclude self-evaluation and publish report	February/March	June
• Conduct external evaluation	March/April	Oct/Nov/Dec
• Publish visiting team report	May	December
• Begin program improvement planning period	June	December

Time Frame suggestions for small, medium and large schools:

- One-Year Timetable. It is recommended that small schools and medium-sized schools with limited vocational programs select this general time frame. There is no advantage in dragging out an evaluation which previous schools demonstrated can feasibly be done in one year.

- One and One-Half Year Time Table. It is recommended that medium and large schools with comprehensive vocational programs as well as multiple school units select this general time frame. Eighteen months will provide the additional time needed to communicate with large numbers of participants, to reach large numbers of students and graduates, to report and portray a wide range of data, and to digest and analyze program strengths and weaknesses.

Conducting the Self-Evaluation

Use of Instruments

A. SCHOOL AND COMMUNITY INFORMATION. It is suggested that Form A, School and Community information, be completed by the LVEC as program manager. Purpose and instructions are contained on the form. Please read and follow the instructions carefully. (An example of Form A follows in this chapter, p. 17.) The narrative is essential to on-site team members in the development of their reports.

B. STUDENT FOLLOWUP. Four followup forms (B1, B2, B3, and B4) were designed to contact one-, five-, and ten-year graduates of vocational programs and non-completers of the one-year graduating class. (Example: in the 1985-86 school year, graduates of 1985, 1981, and 1976 would be contacted.) Graduates are identified as IPC, sequence, special needs, and POOL. Guidelines for conducting an effective followup survey are contained in this chapter, page 20. It is important that in small and medium schools all one-year IPC, sequence, special needs, and POOL graduates be contacted. In large programs a random sample of one-year graduates can be contacted. Schools have the *option* to contact five-year graduates with Form B2 and ten-year graduates with Form B3. Those vocational students who did not complete a vocational program will also be contacted by using Form B4. Note that coding boxes appear throughout the surveys. Please see page 21 for directions on proper coding. *Forms B2 and B3 are optional.*

C. EMPLOYER FOLLOWUP. Three followup forms (C1, C2, and C3) were designed to contact employers. It is necessary that graduates give permission for the school to contact their employer. Only those employers so identified should be contacted with the C forms. Employer name and address will be furnished by the graduate on the appropriate Form B and can be copied from the returned form. To properly code the surveys, please see page 21 for directions. *Forms C2 and C3 are optional.*

D. STUDENT (in-school) ASSESSMENT. Form D1 was developed to be used by in-school students. All 9th-12th grade IPC, sequence, special needs, and POOL students fill out the form. Note coding instructions on page 21.

Form D2 was developed to elicit information from nonvocational academic students so comparisons can be made of students from academic and vocational programs. *This survey is optional.*

Form D3 was developed to be used by in-school students participating in a POOL project. This survey is not used for students in regular vocational programs.

E1 PROFESSIONAL STAFF ASSESSMENT. Form E1 was developed to obtain reaction on key question issues from vocational administrative, instructional, and counseling staff. All such staff should be given the opportunity to respond to this form.

Form E2 was developed to obtain reaction from secondary or VTAE staff concerning POOL Projects. This survey is not used for regular vocational programs.

F1 ADVISORY COMMITTEE OPINIONNAIRE. Form F1 was designed to elicit data from advisory committee members. Feelings of contribution to the advisory committee as well as its effectiveness is assessed. All committees advising vocational programs should be surveyed by contacting all members.

G1 PARENT QUESTIONNAIRE. Form G1 is a survey developed to obtain information from parents. Parents can often provide a measure of both need and effectiveness of vocational program outcomes. See page 21 for coding instructions. *This survey is optional.*

H1 ARTICULATION QUESTIONNAIRE. Form H1 is designed to produce information on vertical and horizontal articulation efforts in the district. The survey should be distributed appropriately to secondary school personnel as well as adjacent VTAE and university personnel.

Response instructions are contained on each questionnaire form. Committees responsible for the distribution and collection of the various questionnaires should carefully record dates, sample procedures, number of forms distributed and number of forms collected from each group contacted. The section, "Guidelines for Conducting a Followup Survey," page 20, should be helpful to the committee(s) responsible for this part of the evaluation.

Profile of the School District (Chapter 1 of the Self-Evaluation Report)

The Profile of the School District may be compiled by the steering committee or by an ad hoc subcommittee. In most instances, much of this material is already in existence within the district and needs only to be brought together into a cohesive narrative.

Introduce the reader to the school and community. Briefly, lay out a history of the district's development. What geographic area is served? Demographic information such as the following should be included: nature of the population; occupational profile; income profile; education profile; industrial profile. A map of the district can be included here or in materials mailed to team members.

Include important aspects of the school's organization such as: district philosophy, goals and objectives; administrative organizational charts with names; the K-12 guidance organization.

Summary tables, charts and figures can be of help to the reader. Feel free to include additional descriptions that will be unique to the district. Avoid exessive verbiage, repetition, and extraneous materials.

Profile of the Total Vocational Program (Chapter 2 of the Self-Evaluation Report)

The steering committee will designate persons to compile the profile of the vocational program. The writers will include aspects of the program such as: (1) a brief history of development; (2) philosophy and objectives of the total program; (3) organizational charts with names of department heads and instructors; (4) comprehensiveness of the program with regards to the career development process; (5) the vocational guidance and counseling program philosophy, goals and objectives; (6) variety of vocational courses; (7) exploratory and sequence courses; (8) services to students with special needs in the vocational program.

The major part of the program profile will present a description for each program area. This is essential for the upcoming team visitation. Because the team member assigned to each program area will want to study in advance, please include the following for each program area:

(1) Goals and objectives;

(2) Advisory committee composition including names and meeting schedule;

(3) All courses offered in each discipline, (scope and sequence outline);

(4) Course outlines - including competency listings if used. (Some of this material, because of length and/or bulk, may instead be included with exhibits displayed for team viewing in the team workroom.);

(5) Relationship with the guidance and counseling program;

(6) Services to students with special needs.

Data Display in "Working Table" format (Chapter 3 of the Self-Evaluation Report)

The instrumentation and procedures used for self-evaluation of a secondary vocational program were designed to gather data from all persons involved in or benefiting from the program. In order to translate the data collected from Forms A through H in a complete and understandable manner, table shells should be prepared on two levels: (1) the "working" tables contain complete coverage of data collected and form Chapter 3 of the Self-Evaluation Report; and (2) the "summary" tables are derived from the working tables and arranged to focus attention on important comparisons and relationships. (The summary tables will form Chapter 4 of the Self-Evaluation Report.)

Chapter 3 of the Self-Evaluation Report presents a complete report of all data in working table format. To assist schools in presenting this data in tabular form, empty table shells have been prepared for each questionnaire. Table shells are provided for appropriate computer analysis requirements for each questionnaire.

A small narrative to introduce the purpose and content of Chapter 3 is appropriate. Follow with completed table shells for each of the following forms used by the school.

FORM

A SCHOOL AND COMMUNITY INFORMATION. Form A will not be reported in tabular form nor is it processed by computer. Form A is reported in narrative format following exactly the outline given on the form. A small sample illustrating response to Section I. Planning is shown in the box below. School response may be displayed in italics. Include Form A as the first component of Chapter 3 of the Self-Evaluation Report.

Example of Form A

> Section I. Planning
>
> 1. Describe in a few sentences the major philosophy of the school and the vocational education program. Where is it written? How is it made available to the community? Is it in the Local Long-Range Plan?
>
>   See Chapters 1 and 2 of this report, pp. 3 and 9.
>
> 2. List vocational education program goals and objectives if not included in 1 above.
>
>   See Chapter 2 of this report, pp. 9-10. Also, we are making a concerted effort to revamp our curriculum so that all departments will respond to a similar format. Hopefully this will be available for the visiting team as an exhibit and at each department station.

B1 STUDENT - ONE-YEAR FOLLOWUP STUDY
B2 STUDENT - FIVE-YEAR FOLLOWUP STUDY
B3 STUDENT - TEN-YEAR FOLLOWUP STUDY
B4 STUDENT - NON-COMPLETER FOLLOWUP STUDY
C1 EMPLOYER - ONE-YEAR FOLLOWUP STUDY
C2 EMPLOYER - FIVE-YEAR FOLLOWUP STUDY
C3 EMPLOYER - TEN-YEAR FOLLOWUP STUDY
G1 PARENT

A computer summary will be run for sequence and IPC respondents, each program area, special needs, male/female, and POOL respondents. Number and percent response to each item will be shown as well as mean and standard deviation for Likert items. The appropriate table shells in Appendix A can be used to transcribe all data including "omits."

D1 VOCATIONAL (IN-SCHOOL) QUESTIONNAIRE. Computer summaries will be run for special needs, Pool, male/female, grade level and program area responses. Summaries will show number and percent response to each item. The appropriate table shells in Appendix A can be used to transcribe data.

D2 ACADEMIC STUDENT QUESTIONNAIRE. Use of this form is at local school option. Computer summaries will be run for special needs, grade level and male/female responses. Summaries will show number and percent response to each item. The appropriate table shells in Appendix A can be used to transcribe data.

D3 STUDENT QUESTIONNAIRE - POOL PROJECT. This form is used only by students in POOL Projects. Computer summaries will be run for class size and slot-in categories as well as male/female and special needs responses. Summaries will show number and percent response to each item. Use the appropriate table shell in Appendix A to transcribe data.

E1 VOCATIONAL STAFF QUESTIONNAIRE. A computer summary will be run for total responses. The table shell in Appendix A can be used to transcribe data.

E2 STAFF QUESTIONNAIRE - POOL PROJECT. This form is used only by staff involved in POOL Projects. A computer summary will be run for total responses. The table shell in Appendix A can be used to transcribe data.

FORM

F1 ADVISORY COMMITTEE QUESTIONNAIRE. A computer summary will be run for total responses showing mean and standard deviation for each item. The appropriate table shell in Appendix A can be used to transcribe data.

H1 ARTICULATION QUESTIONNAIRE. A computer summary will be run on total responses showing numbers and percents for each item as well as mean and standard deviation for Likert items. Breakouts will also be given for the four groups in Item #1. Appendix A is used to transcribe data.

NOTE: For all forms B through H, five or more surveys are needed to compute a printout. Anything less will be hand coded.

Data Analyses (Chapter 4 of the Self-Evaluation Report)

In order to present the data contained in Chapter 3 of the Self-Evaluation Report in a format which will focus attention on important comparisons and relationships as determined by the program staff, the following procedure is suggested:

(1) Analyze working tables which present full summation of items classified according to the original categories;

(2) Scrutinize this original data for significant relationships and comparisons;

(3) Transfer the "selected" data to summary tables, graphic reports, and/or narrative summaries in a simple and meaningful manner.

In order to assist LVECs in accomplishing the above three-step procedure, table shells showing a sample of meaningful comparisons are illustrated in Appendix B. These table shells can be used as presented or they can be adapted for use. In any event, these summary table shells should be considered a sample only except for p. 157, "Number and Percent of Questionnaires Returned by Graduates," and p. 158, "Number and Percent of Questionnaires Returned by Employers." These tables must be used. Each vocational staff will find an abundance of additional significant analyses which they will want to report in a similar fashion. Remember that summary tables are almost always accompanied by a narrative interpretation. Where applicable, the rating key should be shown on the table.

Review of Implementation of Previous Evaluation (Chapter 5 of the Self-Evaluation Report)

In the introductory paragraph to this chapter, give pertinent facts about the previous DPI vocational evaluation, such as period of time when data was collected, date of on-site evaluation, and LVEC for that evaluation if different from current LVEC. Names of the team leader and team member could also be included here.

Decision Process Used in Setting Priorities

Describe the process used in deciding which evaluation recommendations to implement. What people (LVEC, principal, district administrator, vocational staff, advisory committee members, school board, special needs staff, guidance counselors) were involved in this process? How soon after the evaluation were recommendations considered? Were special meetings called to consider the evaluation findings? What person was responsible for leading the decision process?

Changes Made from Evaluation Recommendations

Describe changes made as a result of recommendations in the evaluation. Use two categories: management area changes (needs assessment, goals/planning, implementation, product, evaluation and special needs) and program area changes (agriculture, business education, health occupations, home economics, technology education and marketing education). Who assisted in making the changes? When was the change accomplished? Were some recommendations rejected? Why? When were the recommendations (changes) implemented?

Most Important Outcomes of the Evaluation

What were the most important outcomes of conducting a DPI Secondary Vocational Program Evaluation? You may want to consult with your vocational staff and administration before you write this section.

Conclusions (Chapter 6 of the Self-Evaluation Report)

As a result of completing Chapters 3 and 4 as well as a report of any FY78-FY82 implementation activity in Chapter 5, the LVEC/steering committee will have accumulated, through data analyses, a summation of the strengths and weaknesses of the vocational program.

A report of this self-analysis, whether in the form of "conclusions and recommendations" or "strengths and weaknesses," can be beneficial both to visitation team members during the on-site investigation and to program personnel planning for program improvement. Therefore, districts are challenged to analyze the data and develop a written self-analysis in Chapter 6 which will be an internal critique of the vocational program.

Guidelines for Conducting a Followup Survey

DPI FOLLOWUP

- *LVEC will follow instructions as written in the "Guidelines and Procedures, Secondary Vocational Education Followup Study, A. Completer/Leaver, B. Employer," from the DPI/BVE to complete state requirements.*

PREPARATION

- Designate a Followup Coordinator assigned the responsibility for coordination and conducting each evaluation activity.
- When time allows, develop and administer a "required" exit form to be completed by students just prior to graduation. It should include (1) an orientation and an appeal for cooperation in the forthcoming followup study, and (2) a followup address at which or through which the graduate can be reached for initial followup. (NOTE: This activity can be done in May for one-year student followup conducted the following year.)
- Determine the survey population. In all cases this will include the one-year graduates. (In the 1985-86 school year, contact graduates of 1985.) Determine which [illegible] followup evaluation activities will be [illegible]
- Compile names and addresses.

DATA COLLECTION

- Determine whether a telephone or mailed procedure will be used to followup on non-responders for the various forms.
- Order the required number of instruments. (Include number required for followup of non-responders.)

For Mailed Survey

- Develop a simple but explicit cover letter. Reproduce the required number of cover letters on school stationery.
- Run mailing labels. Seven labels for each name will provide two for the initial B1 mailing, two for the followup of B1 non-responders, one for the initial C1 mailing, one for the followup of C1 non-responders, and one for the master mailing list.
- Fill in the B Form with occupational area of student. Be sure student's name is on each form for identification. Mail initial survey form and letter. Enclose a stamped, self-addressed return envelope.
- Set up recording procedure. Establish encoding procedure.
- About 16 days after first mailing, mail the non-responder letter and another survey (plus envelope) to those who have not returned the form. An alternative is to telephone non-responders. Work for an 80 percent response rate. (Anything less than 60 percent response rate is not valid.)

For Telephone Survey

- Contact respondents by phone, tallying responses on appropriate individual forms.
- Time telephoning so respondents who work are reached at home.
- Form B requires the graduate's signature granting permission to contact his/her employer. This can only be done by mail contact.

IMPORTANT: The following forms require hand coding to provide complete and detailed computer analysis. (Note example of coding box.)

Instrument	Question #
B1, B2, B3, B4 C1, C2, C3 G1	Coding boxes in upper right hand corner marked (For School Use)

(For School Use)

1.

SEQUENCE	IPC	GE

2.

AG	BE	HO	HE	IE	MDE
1	2	3	4	5	6

3.

SPNS	OTHER

4.

POOL		OTHER
C	S	

CODING INSTRUCTION*

1. Check ONE box.

SEQUENCE = Sequence Course(s)
IPC = Instructional Program Component
GE = General Education

2. Check only ONE program box.

1 = Agriculture
2 = Business Education
3 = Health Occupations
4 = Home Economics
5 = Industrial Education
6 = Marketing & Distributive Education

3. Check ONE box.

SPNS = Special Needs (If the graduate had special education needs, check here even if duplicate.)
OTHER = NOT Special Needs

4. Check ONE box.

C = POOL Class Size
S = POOL Slot-in
OTHER = NOT POOL
(See glossary for definitions)

B1, B2, B3	9 15	1 = Self-employed 2 = Not self-employed	
B4			
B1, B2 B3 B4	10 11 16	1 = Under $2.00 per hour 2 = $2.00 - $2.99 per hour 3 = $3.00 - $3.99 per hour 4 = $4.00 - $4.99 per hour 5 = $5.00 - $5.99 per hour	6 = $6.00 - $6.99 per hour 7 = $7.00 - $7.99 per hour 8 = $8.00 - $8.99 per hour 9 = Over $9.00 per hour
B1, B2 B3 B4	11 12 17	1 = 20 hours/week or less 2 = 21-35 hours/week	3 = 36 hours/week or more
B3	10	1 = 1-25 people 2 = 26-75 people 3 = 76-150 people 4 = 151-500 people	5 = 501-1,000 people 6 = 1,001-5,000 people 7 = 5,001 or more people
B1 B2 B3	30 15 16	1 = Related VTAE 2 = Related 4-Year University 3 = Other Related	4 = Not related to Secondary Training OMIT = GE Graduate OMIT = Not in School
B2 B3	16 17	1 = On-the-job less than 2 years 2 = On-the-job 2-4 years 3 = On-the-job 4-7 years	4 = On-the-job 7-9 years 5 = On-the-job 9 years or more
C3	18	1 = One job 2 = Two jobs 3 = Three jobs 4 = Four jobs	5 = Five jobs 6 = Six - seven jobs 7 = Eight - ten jobs 8 = More than ten jobs

D1, D2, D3. . . . Box in upper right hand corner marked (For School Use)

(NOTE: D2 will not have POOL

1. Check ONE box.

SPNS = Special Needs
OTHER = NOT Special Needs

2. Check ONE box.

C = POOL Class Size
S = POOL Slot-in
OTHER = NOT POOL

*Hand code with an "X" (See Glossary for definition of Sequence, IPC, Special Needs and POOL)

Example:

POOL		OTHER
☒	S	

or

1	☒	3	4

The Self-Evaluation Report

Instructions:

1. The original signed copy will be kept in the district.
   - Each visiting team member will be mailed a copy.
   - Select program personnel will need a copy.
   - All mailed copies can be returned after the review is completed if requested by the district.
   - One copy to DPI and CVTAE Consultants.

2. Prepare a cover page showing:

Copy #.___ of ___ Used by ______________
(leave blank for name of visiting team member)

SELF-EVALUATION REPORT
OF
(Name and Location of District)

____
(Date)

____
(Signature)

____
Title, (LVEC)

3. Include in the report:
   - The cover page with original signatures.
   - TABLE OF CONTENTS. Be specific. List each chapter and instrument individually with page numbers listed for each.
   - LIST OF TABLES.
   - LIST OF FIGURES.
   - LIST OF EXHIBITS. Items, which by their nature, prohibit their inclusion in the Self-Evaluation Report, should be earmarked for exhibit in the evaluation team workroom. These related items can be listed here.
   - INTRODUCTION including purpose, approach, and organization of the evaluation. Also include list of persons and committees who were involved in the evaluation and in compiling the report. Show names and titles, and where applicable, the group which each person represents (e.g., former student, employer, etc.)
   - CHAPTER 1. The Profile of the School District.
   - CHAPTER 2. The Profile of the Total Vocational Program.
   - CHAPTER 3. Data Display in "Working Table" format. Include:
     - a table of contents,
     - an introduction,
     - Form A narrative,
     - Forms B1 - H1 in working table format.
   - CHAPTER 4. Data Analyses. Include introduction and "summary tables" featuring significant comparisons and relations.
   - CHAPTER 5. Review of Implementation of Previous Evaluation.
   - CHAPTER 6. "Conclusions" or "Strengths and Areas for Improvement."

4. Include in APPENDIXES:
   - Any applicable supporting evidence/explanation/documentation.

   NOTE: Substantiating evidence not attached to the report itself may be retained at the school in readiness for the visiting team. This could include: course outlines, advisory committee records, guidance materials, budget forms, curriculum guide, proposals, annual reports, handbooks, computer printouts, etc.

5. Be sure each page is numbered and each item of the report is marked with appropriate data: heading, location, dates, etc. Indexing chapter pages and working tables is time consuming to do, but very helpful and time saving to team members.

6. To facilitate work of Team Members, place tabs on chapter headings and instrument pages (i.e., B1, B2, etc.).

See next page for Sample Table of Contents.

Self-Evaluation Report

SAMPLE

TABLE OF CONTENTS

Page

LIST OF TABLES. xx

LIST OF FIGURES xx

LIST OF EXHIBITS. xx

INTRODUCTION. xx

Chapter xx

1. PROFILE OF SCHOOL DISTRICT xx

2. PROFILE OF THE TOTAL VOCATIONAL PROGRAM. xx

3. DATA DISPLAY xx

   Table of Contents xx
   Introduction. xx
   Form A Narrative. xx
   Forms B1 through H1 in "Working Table" Format xx

4. DATA ANALYSES. xx

   Introduction. xx
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5. REVIEW OF IMPLEMENTATION OF PREVIOUS EVALUATION. xx

   Decision Process Used to Set Priorities xx
   Changes Made from Evaluation Recommendations. xx
   Most Important Outcomes of the Evaluation xx

6. CONCLUSIONS. xx

   Strengths xx
   Areas for Improvement xx

APPENDIXES. xx

A. xx
B. xx

Chapter 2

EXTERNAL EVALUATION

Team Size

All schools must complete an external evaluation activity and receive a written report (Phase 2 page 1). The size of the on-site visitation team will be adjusted to fit the size of the school's vocational program.

Large schools or medium-sized schools with comprehensive vocational programs, as well as multiple school settings, will need three to five management evaluators per school and one to two evaluators for each program area per school. Small or medium-sized schools with less than a comprehensive vocational program may use one or two management evaluators and one evaluator per program area. (Management areas include planning, implementation, evaluation, guidance/counseling and special needs. Program areas include agriculture, business education, health occupations, home economics, technology education and marketing education.) Schools participating in a POOL Project will need to assign a portion of at least one evaluator's time to evaluate these courses.

LVEC Preparation Checklist

Responsibility of the School

Many preliminary plans can best be facilitated by persons located in the district geographical area. Therefore, the school will assume responsibility for completing the following activities and arrangements.

Preliminary Activities

1. Carefully read Team Visitation Guidelines.

2. Review potential team roster from the CVTAE with school administrator. Finalize the potential list utilizing strike-off privilege if necessary.

3. Arrange for notification of selected team members and consultants. See sample letters in Appendix C, pp. 178-182. Complete "Information for Visiting Team" and send to all confirmed team members along with "Personal Data Sheet" and a copy of the team roster prepared by CVTAE. See Appendix D, pp. 183-185 for samples.

   NOTE: Team Visitation Guidelines will be sent to members/leader by school.

4. Review and plan tentative overall visitation schedule. Review with team leader to finalize. (See page 186.)

5. Mail Self-Evaluation Report, Flow Chart, Rating Scale and finalized overall visitation schedule (pg186) to all members and consultants ten days prior to visit. It is helpful to include a community map with school and parking accommodations shown. Remember to send these materials to the DPI Consultant and the CVTAE Coordinator.

6. Outline a list of suggested materials that the school can have in readiness for the team. See "Suggested Exhibits for Visiting Team" pages 28-29.

7. Arrange for a team workroom at the main campus building. Arrange for suggested materials to be available in the team workroom as well as telephone, typewriter, paper, clerical help if necessary, and capabilities for photocopying, etc. Arrange for school personnel to lay out materials in logical order. The LVEC will explain material arrangement to team members at orientation. Include a floor plan of the school(s).

8. Plan housing through school purchase order, if possible. Reserve hotel/motel rooms for team members and CVTAE and DPI personnel. Read "Team Member Finances" in Team Visitation Guidelines, p. 13.

9. Prepare name tags for team members, team leader and consultants. School personnel will also need name tags. Select "student guides" (if appropriate) and prepare name tags for them.

10. Confirm arrangements for scheduled meals and eating facilities planned for on-site visitation.

11. Duplicate (ditto is satisfactory) Team Report format sheets in adequate number to allow approximately 30 for each member plus 50 for draft typing. See Appendix E for example. Duplicate Personal Interview Sheets (See Appendix E) to allow two for each team plus 15 for draft typing.

12. Distribute Team Visitation Guidelines to appropriate program personnel. READ. Program personnel should also receive roster, schedule assignments, etc., and be aware of all aspects of the on-site visit.

13. Arrange for the team leader to have the following materials in readiness at the team workroom during the time the leader is at the school conducting the pre-visitation activities.

    - Class schedules (include exploratory and sequence courses) for all attendance centers and a list of the vocational teachers with a suggested time for interviews (planning periods).
    - A listing of local board of education members, addresses, and telephone numbers.
    - A listing of local advisory council members, place of employment and telephone numbers.
    - A listing of nearby graduates and employers of graduates, addresses, and telephone numbers.
    - A listing of POOL courses, VTAE instructors, project coordinators and POOL student lists.

14. Develop and distribute a series of news releases about team visit.

15. Prepare employers, graduates, board members, training sponsors to receive team interviews on Day One and possible a.m. on Day Two.

16. If POOL courses are to be evaluated, inform host school or VTAE staff of the visitation schedule.

17. Schedule typists to be available for Day Two. Two typists should be ready by 8:15 a.m. and two more typists at 10:00 a.m. If possible, set up typing stations in late afternoon of Day One. The confidential nature of the report and demand for accuracy may make it inadvisable to select student typists.

18. Develop "tentative" interview schedules for each team member with vocational staff, administration, etc. Use scheduling procedures outlined on pages 19* and 20* and on page 21* as well. Distribute to staff. Arrange to assist team leader during pre-visitation work time to complete interview schedule. This activity is critical! (Use "Schedule of Interviews," page 61*, adapting as necessary.)

19. Review Self-Evaluation Report and visitation preparations with CVTAE consultant. This is done during a coordinating call two weeks prior to the on-site date, and initiated by the CVTAE Consultant.

Interview Schedule Guidelines

If team size and time are limiting factors, you may wish to schedule some of the interveiws via the telephone. The following general items need to be considered by the LVEC and the team leader during the scheduling process:

- The first entries on each member's schedule should consist of the orientation and team conference meetings that have been scheduled in advance. See page 21* for example of completed interview schedule.

- Use the interview assignment matrix in Appendix B, pages 57-59* in assigning interviews. One matrix displays contact groups for team members investigating management concerns; the second matrix displays contact groups for team members investigating program areas. In some cases, a team member will have a double assignment of both management and program area concerns.

- Schedule interviews for each team member for Day One only, with sufficient time (35-40 minutes) for interview and sufficient time (10-15 mintues) for the team member to summarize and record findings after. Team members themselves should be charged with scheduling any additional interviews necessary to complete their assignment for the morning of Day Two.

- Do schedule group interviews for administrative personnel and host LVEC to prevent them from being over-interviewed by management interviewers. For example, the team leader and two or three management interviewers can all interview the district administrator together. The principal can be interviewed by a group as can the host LVEC and the vocational guidance counselors (each in separate groups).

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*Team Visitation Guidelines

- Do not schedule group interviews between the LVEC and program area interviewers. This is not productive! For program area interviews, set up the interview schedules so interviewers meet first with the Department Head (even if this has to be scheduled before the 8:00 a.m. Introductory Meeting), next with individual instructional staff and finally with the LVEC. This pattern will set the stage for productive interviewers. Each program area evaluator must meet one-on-one with the LVEC.

- Do schedule one-half to one hour for each program area evaluator to contact advisory members by telephone. Telephone interviews can be very effective. The evaluator will need to write out interview questions in advance, get response by phone from a sample of advisory members on each question, then analyze and synthesize conclusions. When this pattern is followed, productive interviews and conclusions can result.

- Permit time for team members to travel between interviews when necessary.

- You may also wish to schedule two or three district people with one team member during some interviews when necessary, (such as students and board members.)

- Team members who are investigating a program area may decide to schedule a followup meeting with the vocational instructor/department head on Day Two.

- Schedule interviews during preparation periods when possible. In some cases you may need to schedule interviews during laboratory periods. When this is not possible, class time may need to be utilized, possibly arranging for someone to "cover" for the interviewee during the time of the interview.

- The team leader will share in the interview process. Take particular note of the advance schedule, however, so as not to schedule an interview for the team leader at a time when he/she is not available.

- The management evaluator(s) (planning, implementation, and evaluation) should spend most of their time interviewing administration, board members, guidance staff, special needs staff, some students, and several of the vocational staff.

- The program area evaluators should concentrate on interviewing staff, students, and advisory committee members in their respective areas. They also need to interview administration, guidance, and special needs. (Program evaluators may, as a group, interview each of these people). Also give consideration to interviews with appropriate academic staff (i.e., business education evaluator interviews English instructor).

- One management evaluator should be scheduled to evaluate POOL projects. Key questions about POOL projects are found in the management component of the Rating Scale.

- One educator (preferably a guidance counselor) will be assigned the area of guidance and counseling. Key questions (criteria) for guidance are provided in the Rating Scale.

- One educator will be assigned the area of special needs. Key questions (criteria) for special needs are provided in the Rating Scale.

Suggested Exhibits for Visiting Team

The following list of materials is a guide for the LVEC/administrator to use in preparing for a team visit. Include materials only as they relate to the total vocational program. Grouping and identifying these materials in the team workroom can greatly expedite the work and enhance the effectiveness of the team.

(Team members will have received the Self-Evaluation Report for study ten days prior to the team visitation. Some of the items listed below may have been included in the Self-Evaluation Report and therefore do not need to be duplicated in the team workroom.)

- board of education policy handbook
- school catalog
- student handbook
- local short- and long-range plan for vocational education (LLRP)
- community needs assessment
- guidance plan
- enrollment patterns for last 2 - 5 years
- budgets (current and projected) for department and program areas
- advisory committee rosters and minutes
- faculty dossiers or biographical sketch showing education and occupational experience, degree, certification, professional organization, youth organization leadership, etc.
- brochures and other publications
- maps of school layout
- reports of institutional research, including:
  - enrollment statistics
  - student assessment reports
  - studies of current students, vocational assessments
  - followup studies of former students required by DPI
  - North Central/SEC evaluations
- curriculum guide for district programs (include elementary and middle school as appropriate)
- course outlines
- departmental and course objectives
- master teacher's contract
- staff and administrative charts with names
- pertinent job descriptions
- class schedules
- vocational equity plan
- POOL projects or documents
- safety programs

- published financial and/or other reports
- facilities and equipment inventories
- local telephone book
- telephone (if possible)
- names, addresses, phone number of the following groups: (These lists must be made available to the team leader prior to the on-site visit.)
    - employers of occupational preparation graduates (in the community)
    - advisory council members
    - board of education members
    - feeder school personnel (administrative, guidance staff, etc.)
- for special needs evaluator:
    - individualized education plan (IEP)
    - multi-disciplinary team report
- dictaphone
- typewriter
- apple II or IIe computer and printer
- important incidentals:
    - paper
    - pencils
    - paper clips
    - thumb tacks
    - bulletin board
    - blackboard
    - stapler
    - scotch tape
    - masking tape

LVEC Role During Visitation

1. Host the team/staff introductory meeting. See Team Visitation Guidelines, page 25.

2. Have student guides identified and in readiness as facilitators for team members if requested.

3. Monitor progress, offer assistance and consultation if needed.

4. Distribute travel vouchers to team leader.

5. Arrange to have typists available on the final evaluation day to type a rough draft of the Team Report. One or two typists should be assigned for 8:15 a.m.; three or four typists (in total) will be needed by 10:00 a.m. (If student typists are used, five to six will be needed. The confidential nature of the report and demand for accuracy may make it inadvisable to select student typists.) It is essential that the rough draft be completed and edited by the CVTAE consultant before he/she leaves the school. (One or more typists may be asked to stay overtime, if needed.) CVTAE consultant will retain a photocopy of the edited rough-draft team report. WIDE CARRIAGE typewriters are a must!

6. The LVEC will be available all of Day Two to "hear" reports as they are ready. Each evaluator will read his/her report from the rough-draft typed copy. The Team Leader and LVEC will cooperatively either accept each report at this time or require the evaluator to modify it. Corrected sections must be re-read to the team leader and LVEC for acceptance.

LVEC Role After Visit

1. Process team member travel vouchers.
2. Type final copy of Team Report from the rough-typed copy which has been edited by the CVTAE consultant, using the Typing Guide provided by CVTAE.
3. Duplicate the completed Team Visitation Report.
4. Distribute the specified number of copies to the appropriate people.
    - mail one copy to DPI consultant
    - mail one copy to CVTAE consultant
    - mail one copy to each team member

Chapter 3

UTILIZATION OF EVALUATION FINDINGS

Introduction to the Utilization Process

After the evaluation data are collected, analyzed and reported, after the evaluators have gone home, then what? What happens to the results and outcomes of that evaluation? Will the evaluation have an impact on that program or school?

These questions were answered in a study entitled, "Impacts on Schools and Team Members of Participating in a Secondary Vocational Education Evaluation During 1978-80" (Klitzke, 1981). The insights gained from this study about how schools utilized findings from self-evaluation and external evaluation phases form the basis for this chapter.

Findings of the study showed that participation of schools in the evaluation changed the vocational education programs of 70% of the schools. Serving on an on-site review changed the way in which 73% of the vocational educators did their work. Fourteen different impact areas* were researched in the Impact Study. For each impact area, respondents were asked three questions about how decisions for change were made:

- what people were involved in making this change?
- in what situations did the decision for change take place?
- when did this impact occur?

Conclusions drawn from these three questions have direct implications for utilization of evaluation findings.

People. In all impact areas, four groups of people were most likely to be involved in utilization and impact: the vocational coordinator, district administrator, principal, and vocational staff.

Situations. In seven of ten impact areas on schools, impact occurred in a called or special meeting with a structured agenda. Impact happened in the remaining three areas in regularly scheduled meetings with no structured agenda, such as advisory committee or vocational department meetings.** This finding led to (1) the recommendation for calling special meetings to address evaluation findings and (2) the sample agendas offered.

---

*Impact areas on schools: changing the role of the vocational coordinator, increased vocational staff commitment, improved employer/advisory committee member participation, articulation, vocational guidance, add/discontinue occupational preparation programs, services to special needs students, adding equipment, sex role stereotyping, placement services. Impact areas on team members: spin-off to home program, reciprocity between schools, statewide articulation, financial considerations.

**Note: Impact on team members occurred most often in an unscheduled, unstructured setting, such as a coffee break or spontaneous contact in an office or lounge.

Time. Change took place within three months after the team visitation in nine of the fourteen impact areas, and in three to six months in another three areas. This finding led to the recommendation that utilization plans be made at the onset of the evaluation process, so that a smooth transition can be made into the utilization phase.

Utilization is traditionally defined as decision-making and results in immediate, direct, and concrete changes on program decisions. In an additional definition, utilization is seen as a gradual influence on administrative perceptions; it emphasizes the interactions of people and situations in an evaluation process. This discussion view of utilization defines impact more in terms that are meaningful to the participants of the evaluation, and less in terms of rapid, decisive, direction-changing decision.

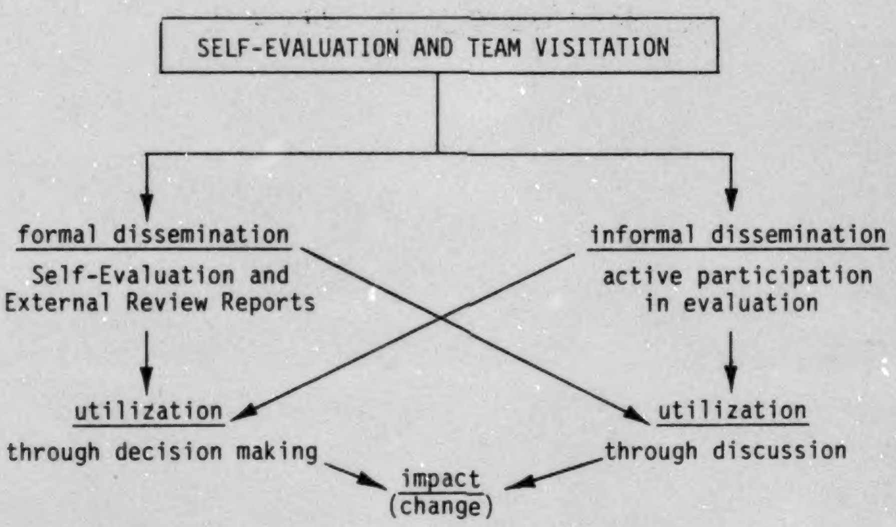
Definition of Terms

So that the following terms may be understood in the context of this chapter, definitions are presented below:

- Dissemination: the distribution of evaluation findings from the Self-Evaluation and On-Site Team Reports to appropriate decision makers and information users. Informal dissemination occurs through active participation in the evaluation process.
- Utilization: the practical use of evaluation findings through decision-making or discussion process.
- Impact: one or more changes which were made in a vocational program.

Interrelationships of the three terms are shown in Figure 5. The assumption is that dissemination and utilization are necessary for impact to occur. The route from dissemination to impact may follow a direct formal or informal path, or it may cross over from informal dissemination to formal utilization (through decision making) to impact, or from formal dissemination to information utilization (through discussion) to impact.

Figure 5


SELF-EVALUATION AND TEAM VISITATION
formal dissemination
Self-Evaluation and External Review Reports
informal dissemination
active participation in evaluation
utilization
through decision making
utilization
through discussion
impact
(change)

The Utilization Process

There are five steps in utilization of findings. It is suggested that utilization be considered as a process, with one step leading into another. To begin at any middle step in the process severely limits the overall benefits to be derived from the evaluation.

1. Planning for Utilization
2. Analyzing and Interpreting Findings from the Evaluation
3. Setting Priorities
4. Implementing Changes
5. Evaluating Impacts

Utilization will not follow automatically from the self-evaluation and team visitation phases. A systematic plan needs to be developed with the involvement of many different people in order to make maximum use of evaluation findings.

Evaluation Expectations

One final comment about how the evaluation will be used concerns the expectations of people and groups of what the evaluation will do for them. The Impact Study showed that in schools where people had differing or negative expectations about the benefits of the evaluation, program impacts were lower. The most remarkable impacts came from schools where several people expected (and planned) to use evaluation findings. They displayed a positive, open attitude to the entire process which later continued into utilization and impact.

The vocational coordinator is responsible to provide the kind of leadership which sets a positive tone for evaluation expectations. It is especially important for that tone to be established in the planning stages.

Planning for Utilization

A typical scenario of a school completing the second phase or external review portion of the evaluation shows the vocational coordinator, school administration and staff breathing a deep sigh of relief that, "the evaluation is over!" Thoughts of using the Self-Evaluation and Team Visitation Reports to effect changes in vocational programs are postponed, "until we have a chance to study the recommendations." Meanwhile, some vocational staff are eager to receive feedback from the evaluation. Their contact with team members was stimulating; many of them are ready to make changes in their programs, based on ideas they gained from the external review.

The point of describing this scenario is to show the difference in readiness to utilize evaluation findings between different persons in the vocational program. Some people are so relieved to have finished the first two phases that they postpone the utilization step to some indefinite point in the future. They fully intend to consider recommendations but have not set a timetable. Other people in the vocational program are stimulated by the evaluation process and are ready to begin utilization immediately. The postponement of serious consideration of evaluation findings tends to dilute this enthusiasm; and ideas that were generated at the external review may be lost.

A practical way of dealing with both the relief of finishing a major effort and the desire to move immediately into the utilization phase is through a systematic plan for utilization.

A Utilization Timetable

A timetable is presented below showing how utilization steps are integrated into the entire evaluation process. See following pages for expanded interpretation of each step.

Utilization Activities	Time Frame 1 Year	 1½ Year
PHASE I. SELF-EVALUATION		
1. Planning for utilization	February-May	February-May
• Steering committee includes utilization components in overall evaluation timetable		
• Vocational coordinator includes utilization plan in orientation of vocational staff	September	September
PHASE II. EXTERNAL REVIEW		
• Utilization discussed at exit conference	March-April	Oct-Nov-Dec
PHASE III. UTILIZATION		
• Vocational coordinator presents overall evaluation findings to vocational staff, advisory committees, and school board	within one week after Team Visitation	
2. Vocational coordinator and vocational staff analyze and interpret self-evaluation data and external review recommendations	within six weeks after Team Visitation	
3. Vocational coordinator and vocational staff set priorities for change, develop Program Improvement Plan	within eight weeks after Team Visitation	
4. Vocational coordinator and vocational staff implement changes as outlined in Program Improvement Plan	within three months after Team Visitation, up to one year or more for fiscal changes	
5. Vocational coordinator and vocational staff evaluate impact	within six months	

The overall responsibility for the evaluation is assigned to the vocational coordinator. The vocational coordinator in turn appoints a steering committee to chart the overall course of the evaluation while he/she serves as chairperson of that committee. Working with the steering committee, the vocational coordinator appoints working committees to conduct parts of the study as deemed necessary, orients participants to the self-evaluation, and outlines a time schedule. (See pp. 1-7.)

Focusing on Utilization at the Beginning

An important component of the steering committee's work is to consider the eventual utilization of findings. (See Sample Agenda A, page 40) It is recommended that the evaluation be utilization-focused from the onset of the study. Expectancy levels need to be set. The steering committee should spend one to two hours in one of their first meetings answering such questions as:

- What difference would it make if we knew...what employers thought about our vocational graduates? the employment and post-secondary status of our vocational graduates? the satisfaction levels of in-school students? how vocational staff regard their input into the overall program? whether advisory committee members feel their advice is being used?, etc.
- What benefits to our vocational program are we looking for as a result of the evaluation?
- Do we have unique questions in our school that can be answered by the evaluation?
- Are we prepared to act on evaluation findings?

The steering committee will also develop a dissemination plan for the Self-Evaluation and Team Visitation Reports. It is suggested that a wide distribution of reports contributes to eventual utilization; and that a cover letter be prepared to accompany each report, explaining the purpose and format of the report.

Orientation of Vocational Staff

As program personnel meet for orientation about the evaluation process, it is important that plans for utilization be presented. Everyone involved in the evaluation should think about and discuss utilization at the beginning of the process.

Exit Interview at On-Site Visitation

At the close of the team visitation, the team leader and on-site external coordinator will present suggestions for utilization at the regularly planned exit interview with the administration. A school board member should also be included in this interview. The CVTAE coordinator will in-service the vocational coordinator in the details of utilization activities two through five, prior to the exit interview. (See Utilization Timetable, page 34.)

Presentation of Findings to Local Staff

Within one week after the external review, the vocational coordinator will make a personal presentation of overall evaluation findings (using the overview from the Team Visitation Report, if desired) to the entire vocational staff, all advisory committee members, and to the school board at their next regular meeting. This presentation can be made in one general meeting, or several smaller meetings as the situation warrants. Further steps in the utilization process will be outlined for all persons involved in the vocational program. (See Sample Agenda B, page 41.)

Analysis and Interpretation

The study of findings from the evaluation begins with an analysis of data from both reports. A broad involvement of vocational staff and administrative personnel in that analysis will contribute to their understanding of the data, and will thus ultimately enhance their willingness to set priorities based on the findings.

Several weeks will have passed since the external review; the Team Visitation Report will have been duplicated and distributed according to the dissemination plan developed by the steering committee at the beginning of the evaluation.

It is suggested that several different meetings be called by the vocational coordinator to analyze and interpret evaluation data. There are basically two kinds of findings: findings relating to overall management of the program and those relating to the program areas. The vocational coordinator should seek assistance in analyzing and interpreting management findings from as many administrative personnel as possible. He/she should involve specific vocational staff in analyzing and interpreting program area reports. A possible procedure for these meetings is outlined below.

*2a. Call department level meetings (one meeting for each vocational program area). Participants: vocational coordinators, vocational department staff.

b. Call a management level meeting. Participants: vocational coordinator, principal, district administrator, guidance counselor, special needs staff, curriculum director.

c. Ask participants to read Self-Evaluation and Team Visitation Reports prior to meeting.

Guidelines for Each Meeting

d. Talk informally about findings from reports, taking eacn section of the report separately

- review strengths and areas for improvement from Self-Evaluation Report
- review commendations and recommendations from Team Visitation Report
- talk about feasibility of making changes.

*Utilization Activity 2 (See Sample Agenda C, page 42.)

2e. Brainstorm emerging patterns from data

- Start listing potential program improvement* categories, and findings that fit into those categories. (Use findings from both the Self-Evaluation and Team Visitation Reports.)
- Repeat until all findings are placed in a program improvement category
- Do not prioritize yet
- Include strengths and commendations in program improvement categories as well as weaknesses and recommendations

f. Discuss implication of these groupings

- What overall problem areas are identified?
- When vocational programming is effective, what are the elements which contribute to its success?
- What new ideas have surfaced to address problem areas?
- How can findings about the vocational education program be translated into action?

Setting Priorities

After findings have been analyzed, grouped into program improvement categories, and interpreted, vocational departments and administrative personnel will again meet to set priorities. The vocational coordinator will lead these sessions, attempting to include the professional goals of individual staff members in the process of setting priorities. The following procedures combine the benefits of discussion-based utilization with the concrete action of setting priorities (utilization through decision-making).

**3a. Review results of Utilization Activity 2

b. Develop a list of criteria for decision making, such as:

- facility and resource needs
- personnel requirements
- accessibility of program to males/females or special needs students
- programs for gifted and talented
- impact on employability of graduates
- how to serve the maximum number of students, etc.

---

*Program improvement categories: employment status of graduates, post-secondary training of graduates, employer ratings, in-school student satisfaction, vocational student organizations, advisory committees, staff input into vocational programs, services to special needs students, vocational guidance program, role stereotyping, needs assessment, occupational preparation programs, facility problems, etc.

**Utilization Activity 3 (See Sample Agenda D, page 43.)

c. Using developed criteria, each participant individually chooses the three program improvement categories that he/she believes are most important for action. Assign three points to the most important.

3 = most important
2 = 2nd in importance
1 = 3rd in importance

d. The vocational coordinator records and tabulates priority values from all participants.

e. Determine the most important program improvement categories, considering categories with the most points and the number of people selecting that category.

f. Repeat the prioritization process if needed to determine priorities for unselected categories.

g. Record priorities on Worksheets A and B. As a group, decide on maintenance strategies (for strengths and commendations) or suggested solutions (for weaknesses and recommendations), person(s) responsible to carry out the change, facility/resource needs, and consensus priority. The worksheets may be used for overall program improvement categories and/or individual items from the Self-Evaluation and Team Visitation Reports.

h. Develop the program improvement plan (see page 46) listing all selected program improvement categories in descending consensus order. Details about person(s) responsible to carry out the change, facility/resource needs and completion date will also be noted.

The end result of this step will be a plan for program improvement built from a synthesis of evaluation findings. Most worksheet items and program improvement categories can be acted upon at a time consistent with the consensus priority. In fiscal and staffing decisions, however, school board action may be necessary before implementation can begin.

As a final step in this utilization activity, the vocational coordinator will present the program improvement plan to the district administrator, principal and school board for their approval. A copy of the confirmed program improvement plan should then be forwarded to all vocational staff and administration.

(Note: Many LVECs integrate the program improvement plan into the Local Long-Range Plan.)

Implementing Changes

At this point in the utilization process, evaluation findings have been analyzed, interpreted, and synthesized into program improvement categories. Priorities among the categories have been set and a program improvement plan has been developed. All of these activities have been prepared for the action phase of utilization, the implementation of change outlined in the program improvement plan.

Some changes will occur in vocational programs through individual utilization of evaluation findings. Most of these individual uses will not require formalized process to effect change. A comprehensive plan for change (such as the program improvement plan) should allow room for individual uses of evaluation findings, so long as these changes are not in conflict with overall priorities set by vocational staff and administration

The administration may designate the vocational coordinator to develop strategies for implementing the program improvement plan. Procedures for the vocational coordinator to consider in developing these strategies follow:

*4a. Distribute the program improvement plan to vocational staff and advisory committees.

b. Develop an action plan with specific objectives indicating actions to be taken and time of completion.

c. Monitor and facilitate progress toward meeting the action objectives. Inform staff as changes are made. Regular feedback is vital to all people involved so that they will have a full picture of the comprehensive action plan.

d. Anticipate roadblocks that may impede accomplishment of the objectives and take such action as necessary to either prevent the barrier or lessen its effect.

Evaluating Impacts

Within six months after completion of the external visitation, the vocational coordinator will distribute an updated program improvement plan showing changes that have been made and summarizing problem areas that still need attention. Individual efforts toward utilization should also be noted. If necessary, the vocational staff and administration can meet to assist the vocational coordinator in adjusting the action plan to address difficulties in implementation.

It is suggested that the vocational coordinator identify impact areas and give credit to people and groups who have contributed to these changes. This information should be communicated to the entire vocational staff via a newsletter or specially called meeting.

*Utilization Activity 4.

Group attending:

Steering Committee

Sample Agenda A
Utilization Activity 1*

Chaired by Vocational Coordinator

- Set a positive tone for evaluation expectations. Brainstorm possible benefits that may occur as a result of the evaluation

- Discuss proposed utilization process and identify five steps

    1. Planning for Utilization
    2. Analyzing and Interpreting Findings from the Evaluation
    3. Setting Priorities
    4. Implementing Changes
    5. Evaluating Impacts

- Present Utilization Timetable and show how it fits into overall evaluation timetable.

- Develop a dissemination plan for Self-Evaluation and Team Visitation Reports.

- Questions

*See suggested Utilization Timetable, page 34.

Group(s) attending

Vocational Staff
Administration
Advisory Committees
School Board
VTAE POOL Staff

Sample Agenda B
Utilization Activity 1*

Chaired by Vocational Coordinator

- Brief overview of evaluation process

- Highlight findings from self-evaluation

- Brief description of team visitation activities

- Overview of findings from Team Visitation Report

- Discuss five steps of utilization process

    1. Planning for Utilization
    2. Analyzing and Interpreting Findings from the Evaluation
    3. Setting Priorities
    4. Implementing Changes
    5. Evaluating Impacts

- Present Utilization Timetable

- Questions

---

*See suggested Utilization Timetable, page 34 .

Sample Agenda C
Utilization Activity 2*

- Ask participants to read Self-Evaluation and Team Visitation Reports prior to meeting

Department Level Meetings (one meeting for each vocational program area)	Management Level Meeting (one overall meeting)
Participants: vocational coordinator, vocational staff, VTAE POOL staff	Participants: vocational coordinator principal, district administrator, guidance counselor, special needs staff, curriculum director

Chaired by vocational coordinator

- Introduce purpose of the meeting: to analyze and interpret findings from the Self-Evaluation and Team Visitation Reports.

- Talk informally about findings from the reports, taking each section separately
  - review strengths and weaknesses from Self-Evaluation Report
  - review commendations and recommendations from Team Visitation Report
  - talk about feasibility of making changes

- Brainstorm emerging patterns from data
  - Start listing potential program improvement categories, and report findings that fit into those categories.
  - Repeat until all items are placed in a program improvement category
  - Do not prioritize yet
  - Include strengths and commendations in program improvement categories as well as improvement areas and recommendations

- Discuss implications of these groupings
  - What overall problem areas are identified?
  - When vocational programming is effective, what are the elements which contribute to its success?
  - What new ideas have surfaced to address problem areas?
  - How can findings about the vocational education program be translated into action?

*See Utilization Timetable, page 34.

Sample Agenda D
Utilization Activity 3*

Department Level Meetings
(one meeting for each
vocational program area)

Participants: vocational
coordinator, vocational staff,
VTAE POOL staff

Management Level Meeting
(one overall meeting)

Participants: vocational
coordinator, principal,
district administrator,
guidance counselor, special
needs staff, curriculum
director

Chaired by LVEC

- Introduce purpose of the meeting: to set priorities based on analysis/interpretation of Self-Evaluation and Team Visitation reports.

- Review results of Utilization Activity 2.

- Develop a list of criteria for decision-making, such as:
  - facility and resource needs
  - personnel requirements
  - accessibility of program to males/females or special needs students
  - programs for gifted and talented
  - impact on employability of graduates
  - how to serve the maximum number of students, etc.

- Using developed criteria, each participant individually chooses the three program improvement categories that he/she believes are most important for action.

  Assign three points to the most important.

  3 = most important
  2 = 2nd in importance
  1 = 3rd in importance

- The vocational coordinator records and tabulates priority values from all participants.

- Determine the most important program improvement categories, considering categories with the most points and the number of people selecting that category.

- Repeat the prioritization process if needed to determine priorities for unselected categories.

- Record priorities on Worksheets A and B. As a group, decide on maintenance strategies (for strengths and commendations) or recommendations/suggested solutions (for weaknesses and recommendations), person(s) responsible to carry out the change, facility/resource needs, and consensus priority. The worksheets may be used for overall program improvement categories and/or individual items from the Self-Evaluation and Team Visitation Reports.

- Develop the program improvement plan (see page 46) listing all selected program improvement categories in descending consensus order. Details about person(s) responsible to carry out the change, facility/resource needs and completion date will also be noted.

*See suggested Utilization Timetable, page 34.

WORKSHEET A

Areas of Strength

_____ Self-Evaluation Report
_____ Team Visitation Report

Area/Department ______________________

CONCLUSION (Commendation)	MAINTENANCE STRATEGIES	Person(s) Responsible
		Facility Needs
		Resources (equipment, learning materials, etc.) Item Cost
		Completion Date:
		Implementation Priority (circle one) Least Important Most Important 1 2 3
		Comments:

WORKSHEET A

WORKSHEET B

_____ Self-Evaluation Report
_____ Team Visitation Report

Areas for Improvement

Area/Department ______________________

CONCLUSIONS (Needs Improvement)	RECOMMENDATIONS (Suggested Solutions)	Person(s) Responsible
		Facility Needs
		Resources (equipment, learning materials, etc.) Item Cost
		Completion Date:
		Implementing Priority (circle one) Least Important Most Important 1 2 3
		Comments:

WORKSHEET B

PROGRAM IMPROVEMENT PLAN

____ Overall Vocational Program
____ Agriculture
____ Business Education
____ Health Occupations
____ Home Economics
____ Technology Education
____ Marketing Education
____ Guidance
____ Special Needs
____ POOL

Program Improvement Category (in descending rank order)	Person(s) Responsible	Facility Needs	Resources		Completion Date	Comments
			Item	Cost		

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Table ____
Student - [illegible]-Year Followup
(Form B1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit.....																
5. Male..........................																
Female..........................																
6. I am presently: (check one) Omit.....																
(1) employed FULL time in a paid non-military occupation......																
(2) employed FULL time in the military service............																
(3) employed PART time--not in school......................																
(4) employed PART time while in school......................																
(5) full-time student--not employed part time..........																
(6) unemployed, but looking for paid employment.............																
(7) unemployed--not available for paid employment.........																
7. Job Title	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. May we contact your supervisor? Omit.....																
(1) No..........................																
(2) Yes..........................																

Table ___
Student - One-Year Followup
(Form B1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9. Do you own or operate your own business?																
Omit....																
(1) Yes........................																
(2) No.........................																
Mean																
10. What is your present hourly wage BEFORE DEDUCTIONS?																
Omit....																
(1) Under $2.00 per hour.......																
(2) $2.00 - $2.99..............																
(3) $3.00 - $3.99..............																
(4) $4.00 - $4.99..............																
(5) $5.00 - $5.99..............																
(6) $6.00 - $6.99..............																
(7) $7.00 - $7.99..............																
(8) $8.00 - $8.99..............																
(9) Over $9.00 per hour........																
11. How many hours do you work during an average work week?																
Omit....																
(1) 20 hours/week or less......																
(2) 21-35 hours/week...........																
(3) 36 hours/week or more......																

Table ____
Student - One-Year Followup
(Form B1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12. Is this job related to your area of high school preparation?																
Omit....																
(1) Directly related...........																
(2) Somewhat related...........																
(3) Not related................																
13. How did you get your present job?																
Omit....																
(1) Through co-op program......																
(2) School placement...........																
(3) Job Service................																
(4) Parents/brother/sister/ friend.....................																
(5) Completely on your own.....																
14. How long did it take you to find your first job?																
Omit....																
(1) 0 - 2 months...............																
(2) 3 - 5 months...............																
(3) 6 - 8 months...............																
(4) 9 - 12 months..............																

Table ____
Student-One-Year Followup
(Form B1)

SEQ = Sequence
IPC = Instructional Program Component
GE = General Education
SPNS = SPecial Needs

PC = Pool Class
PSI = Pool Slot-in
M = Male
F = Female

The following Standard Deviation Key can be used:
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Item Statement	N	MEAN								STANDARD DEVIATION							
		SEQ	IPC	GE	SPNS	PC	PSI	M	F	SEQ	IPC	GE	SPNS	PC	PSI	M	F
15. Getting a job																	
16. Knowing how to use tools and equipment																	
17. Learning the skills needed for this job.																	
18. Getting along with other workers																	
19. Being able to talk to the boss about your problems.																	
20. Working in a supervisory or leadership role.																	
21. Understanding the value and importance of work.																	
22. Understanding in general the U.S. economic system (supply-demand, inflation, recession, etc.)																	
23. Solving family and household related problems.																	
24. Caring for the needs of young children's growth and development .																	
25. Planning food, clothing and shelter purchases																	
26. Relating nutritional needs to food selection.																	
27. Managing duties of the home with an outside job.																	
28. Basic skill preparation in math, reading, writing, spelling, speaking, listening																	

Table ___
Student - One-Year Followup
(Form 81)

Item Statement	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
29. I am currently attending the following educational school program:																
Omit....																
(1) a vocational school one-year diploma program............																
(2) a vocational school two-year associate degree program....																
(3) a four-year university program....................																
(4) an apprenticeship program...																
(5) an in-service or on-the-job training program...........																
(6) not in school..............																
(7) other.....................																
30. My area of study for the preparation checked in #29 is:																
Omit....																
(1) Related VTAE...............																
(2) Related four-year university																
(3) Other related..............																
(4) Not related................																

Table ____
Student - One-Year Followup
(Form B1)

Item Statement	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
31. How do you feel about the vocational training you received at your high school? Omit...																
(1) Very UNsatisfied..........																
(2) UNsatisfied...............																
(3) Satisfied.................																
(4) Very satisfied............																
32. How do you feel about the career planning assistance you received at your high school? Omit...																
(1) Very UNsatisfied..........																
(2) UNsatisfied...............																
(3) Satisfied.................																
(4) Very satisfied............																
33. During my vocational program, I filled out a questionnaire about my occupational interests and abilities. Omit...																
(1) Yes.......................																
(2) Not sure..................																
(3) No........................																

Table ___
Student - e-Year Followup
(Form B1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
34. During my vocational program, I was helped to become aware of:																
Omit..																
(1) new (emerging) occupations..																
(2) male dominated jobs which females now enter..........																
(3) female dominated jobs which males now enter..........																
(4) occupations which have many job opportunities..........																
(5) occupations which are over-crowded with workers and job applicants............																
(6) post-high school training opportunities related to my career objective........																
(7) job alternatives related to my career objective.....																
(8) training requirements for related jobs..............																
(9) career planning and decision-making............																

Table ___
Student - One-Year Followup
(Form B1)

Item Statement	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit.....																
5. Male..........................																
Female........................																
6. I am presently: (check one)																
Omit.....																
(1) employed FULL time in a paid non-military occupation......																
(2) employed FULL time in the military service............																
(3) employed PART time--not in school......................																
(4) employed PART time while in school......................																
(5) full-time student--not employed part time..........																
(6) unemployed, but looking for paid employment..............																
(7) unemployed--not available for paid employment..........																
7. Job Title	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. May we contact your supervisor?																
Omit.....																
(1) No..........................																
(2) Yes.........................																

Table ____
Student - One-Year Followup
(Form B1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9. Do you own or operate your own business?																
Omit....																
(1) Yes........................																
(2) No.........................																
Mean																
10. What is your present hourly wage BEFORE DEDUCTIONS?																
Omit....																
(1) Under $2.00 per hour........																
(2) $2.00 - $2.99..............																
(3) $3.00 - $3.99..............																
(4) $4.00 - $4.99..............																
(5) $5.00 - $5.99..............																
(6) $6.00 - $6.99..............																
(7) $7.00 - $7.99..............																
(8) $8.00 - $8.99..............																
(9) Over $9.00 per hour.........																
11. How many hours do you work during an average work week?																
Omit....																
(1) 20 hours/week or less.......																
(2) 21-35 hours/week...........																
(3) 36 hours/week or more.......																

Table ___
Student - One-Year Followup
(Form B1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12. Is this job related to your area of high school preparation?																
Omit....																
(1) Directly related...........																
(2) Somewhat related...........																
(3) Not related................																
13. How did you get your present job?																
Omit....																
(1) Through co-op program.......																
(2) School placement...........																
(3) Job Service................																
(4) Parents/brother/sister/ friend.....................																
(5) Completely on your own......																
14. How long did it take you to find your first job?																
Omit....																
(1) 0 - 2 months...............																
(2) 3 - 5 months...............																
(3) 6 - 8 months...............																
(4) 9 - 12 months..............																

Table
Student - [illegible]e-Year Followup
(Form B1)

Rating Key:
5 = More Than Adequate
3 = Adequate
1 = Not Adequate

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Item Statement	Mean							Standard Deviation					
	N	AG	BE	HO	HE	TE	ME	AG	BE	HO	HE	TE	ME
15. Getting a job													
16. Knowing how to use tools and equipment													
17. Learning the skills needed for this job													
18. Getting along with other workers													
19. Being able to talk to the boss about your problems													
20. Working in a supervisory or leadership role													
21. Understanding the value and importance of work													
22. Understanding in general the U.S. economic system (supply-demand, inflation, recession, etc.)													
23. Solving family and household related problems													
24. Caring for the needs of young children' growth and development													
25. Planning food, clothing and shelter purchases													
26. Relating nutritional needs to food selection													
27. Managing duties of the home with an outside job													
28. Basic skill preparation in math, reading, writing, spelling, speaking, listening													

AG = Agriculture
BE = Business Education
HO = Health Occupations
HE = Home Economics
TE = Technology Education
ME = Marketing Education

Table ___
Student - One-Year Followup
(Form B1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
29. I am currently attending the following educational school program:																
Omit....																
(1) a vocational school one-year diploma program............																
(2) a vocational school two-year associate degree program....																
(3) a four-year university program....................																
(4) an apprenticeship program...																
(5) an in-service or on-the-job training program...........																
(6) not in school..............																
(7) other......................																
30. My area of study for the preparation checked in #29 is:																
Omit....																
(1) Related VTAE...............																
(2) Related four-year university																
(3) Other related..............																
(4) Not related................																

Table ____
Student - One-Year Followup
(Form B1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
31. How do you feel about the vocational training you received at your high school? Omit...																
(1) Very UNsatisfied..........																
(2) UNsatisfied...............																
(3) Satisfied.................																
(4) Very satisfied............																
32. How do you feel about the career planning assistance you received at your high school? Omit...																
(1) Very UNsatisfied..........																
(2) UNsatisfied...............																
(3) Satisfied.................																
(4) Very satisfied............																
33. During my vocational program, I filled out a questionnaire about my occupational interests and abilities. Omit...																
(1) Yes.......................																
(2) Not sure..................																
(3) No........................																

Table _____
Student - One-Year Followup
(Form B1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
34. During my vocational program, I was helped to become aware of: Omit..																
(1) new (emerging) occupations..																
(2) male dominated jobs which females now enter..........																
(3) female dominated jobs which males now enter............																
(4) occupations which have many job opportunities..........																
(5) occupations which are over-crowded with workers and job applicants.............																
(6) post-high school training opportunities related to my career objective........																
(7) job alternatives related to my career objective.....																
(8) training requirements for related jobs...............																
(9) career planning and decision-making...........																

Table ____
Student - F[illegible]-Year Followup
(Form B2)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
Omit....																
5. Male..............................																
Female...........................																
6. I am presently: (check one)																
Omit....																
(1) employed FULL time in a paid non-military occupation.....																
(2) employed FULL time in the military service............																
(3) employed PART time--not in school.....................																
(4) employed PART time while in school.....................																
(5) full-time student--not employed part time..........																
(6) unemployed, but looking for paid employment.............																
(7) unemployed, not looking for paid employment.............																
7. Job Title........................	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. May we contact your supervisor?																
Omit....																
(1) No..........................																
(2) Yes.........................																

Table ___
Student - Five-Year Followup
(Form B2)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
9. Do you own or operate your own business?																
Omit....																
(1) Yes........................																
(2) No.........................																
Mean																
10. What is your present hourly wage BEFORE DEDUCTIONS?																
Omit....																
(1) Under $2.00 per hour.......																
(2) $2.00 - $2.99 per hour.....																
(3) $3.00 - $3.99 per hour.....																
(4) $4.00 - $4.99 per hour.....																
(5) $5.00 - $5.99 per hour.....																
(6) $6.00 - $6.99 per hour.....																
(7) $7.00 - $7.99 per hour.....																
(8) $8.00 - $8.99 per hour.....																
(9) Over $9.00 per hour........																
11. How many hours do you work during an average work week?																
Omit....																
(1) 20 hours/week or less......																
(2) 21-35 hours/week...........																
(3) 36 hours/week or more......																

Table ______
Student - [illegible]ve-Year Followup
(Form B2)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
12. Is this job related to your area of high school vocational preparation?																
Omit....																
(1) Directly related...........																
(2) Somewhat related...........																
(3) Not related................																
13. Is this job related to the career choice you made during your senior year in high school?																
Omit....																
(1) Directly related...........																
(2) Somewhat related...........																
(3) Not related................																
14. Since leaving high school, I have completed or am presently enrolled in:																
Omit....																
(1) a vocational school one-year diploma program.......																
(2) a vocational school two-year associate degree program....................																
(3) a baccalaureate degree.....																
(4) have done graduate work....																
(5) an apprenticeship program..																
(6) an in-service or on-the-job training program..........																
(7) other......................																
(8) I have not taken further training..................																

Table ____
Student - Five-Year Followup
(Form B2)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
15. My area or program of study for the training checked in #14 was: Omit....																
(1) Related VTAE................																
(2) Related University..........																
(3) Other related...............																
(4) Not related.................																
16. Date employed by present employer: Omit....																
(1) On-the-job less than 2 years																
(2) On-the-job 3-4 years........																
(3) On-the-job 5-6 years........																
(4) On-the-job 7-8 years........																
(5) On-the-job 9 years or more..																
17. Number of jobs held since graduation: Mean																
Omit....																
(1) One.........................																
(2) Two.........................																
(3) Three.......................																
(4) Four........................																
(5) Five........................																
(6) Six.........................																
(7) Seven.......................																
(8) Eight or more...............																
18. Would you recommend high school vocational courses to others? Omit....																
(1) [illegible]....................																
(2) No..........................																

Table ____
Student - Five-Year Followup
(Form B2)

Item Statement	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit....																
5. Male....................																
Female....................																
6. I am presently: (check one) Omit....																
(1) employed FULL time in a paid non-military occupation......																
(2) employed FULL time in the military service............																
(3) employed PART time--not in school....................																
(4) employed PART time while in school....................																
(5) full-time student--not employed part time..........																
(6) unemployed, but looking for paid employment............																
(7) unemployed, not looking for paid employment............																
7. Job Title....................	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. May we contact your supervisor? Omit....																
(1) No....................																
(2) Yes....................																

Table ____
Student - Five-Year Followup
(Form B2)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9. Do you own or operate your own business?																
Omit....																
(1) Yes........................																
(2) No.........................																
Mean																
10. What is your present hourly wage BEFORE DEDUCTICNS?																
Omit....																
(1) Under $2.00 per hour.......																
(2) $2.00 - $2.99 per hour.....																
(3) $3.00 - $3.99 per hour.....																
(4) $4.00 - $4.99 per hour.....																
(5) $5.00 - $5.99 per hour.....																
(6) $6.00 - $6.99 per hour.....																
(7) $7.00 - $7.99 per hour.....																
(8) $8.00 - $8.99 per hour.....																
(9) Over $9.00 per hour........																
11. How many hours do you work during an average work week?																
Omit....																
(1) 20 hours/week or less......																
(2) 21-35 hours/week...........																
(3) 36 hours/week or more......																

Table ____
Student - ve-Year Followup
(Form B2)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12. Is this job related to your area of high school vocational preparation?																
Omit....																
(1) Directly related..........																
(2) Somewhat related..........																
(3) Not related...............																
13. Is this job related to the career choice you made during your senior year in high school?																
Omit....																
(1) Directly related..........																
(2) Somewhat related..........																
(3) Not related...............																
14. Since leaving high school, I have completed or am presently enrolled in:																
Omit....																
(1) a vocational school one-year diploma program.......																
(2) a vocational school two-year associate degree program..................																
(3) a baccalaureate degree.....																
(4) have done graduate work....																
(5) an apprenticeship program..																
(6) an in-service or on-the-job training program..........																
(7) other.....................																
(8) I have not taken further training.................																

Table ____
Student - Five-Year Followup
(Form B2)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education					
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
15. My area or program of study for the training checked in #14 was: Omit....																		
(1) Related VTAE..............																		
(2) Related University..........																		
(3) Other related..............																		
(4) Not related................																		
16. Date employed by present employer: Omit....																		
(1) On-the-job less than 2 years																		
(2) On-the-job 3-4 years........																		
(3) On-the-job 5-6 years........																		
(4) On-the-job 7-8 years........																		
(5) On-the-job 9 years or more..																		
Mean																		
17. Number of jobs held since graduation: Omit....																		
(1) One......................																		
(2) Two......................																		
(3) Three....................																		
(4) Four.....................																		
(5) Five.....................																		
(6) Six......................																		
(7) Seven....................																		
(8) Eight or more............																		
18. Would you recommend high school vocational courses to others? Omit....																		
(1) Yes......................																		
(2) N........................																		

Table ____
Student - Ten-Year Followup
(Form B3)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
Omit....																
5. Male....																
Female....																
6. I am presently: (check one)																
Omit....																
(1) employed FULL time in a paid non-military occupation.....																
(2) employed FULL time in the military service....																
(3) employed PART time--not in school....																
(4) employed PART time while in school....																
(5) full-time student--not employed part time....																
(6) unemployed, but looking for paid employment....																
(7) unemployed, not looking for paid employment....																
7. Job Title	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. May we contact your supervisor?																
Omit....																
(1) No....																
(2) Yes....																

Table ____
Student - Ten-Year Followup
(Form B3)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
9. Do you own or operate your own business? Omit....																
(1) Yes.........................																
(2) No..........................																
10. If you own or operate your own business, how many persons do you employ? Omit....																
(1) 1-25 people.................																
(2) 26-75 people................																
(3) 76-150 people...............																
(4) 151-500 people..............																
(5) 501-1,000 people............																
(6) 1,001-5,000 people..........																
(7) Over 5,000 people...........																
Mean																
11. What is your present hourly wage BEFORE DEDUCTIONS? Omit....																
(1) Under $2.00 per hour........																
(2) $2.00 - $2.99 per hour......																
(3) $3.00 - $3.99 per hour......																
(4) $4.00 - $4.99 per hour......																
(5) $5.00 - $5.99 per hour......																
(6) $6.00 - $6.99 per hour......																
(7) $7.00 - $7.99 per hour......																
(8) $8.00 - $8.99 per hour......																
(9) [illegible]r $9.00 per hour.........																

Table ___
Student - Ten-Year Followup
(Form B3)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
12. How many hours do you work during an average work week?																
Omit...																
(1) 20 hours/week or less........																
(2) 21-35 hours/week..........																
(3) 36 hours/week or more........																
13. Is this job related to your area of high school vocational preparation?																
Omit...																
(1) Directly related............																
(2) Somewhat related............																
(3) Not related.................																
14. Is this job related to the career choice you made during your senior year in high school?																
Omit...																
(1) Directly related............																
(2) Somewhat related............																
(3) Not related.................																

Table ____
Student - Ten-Year Followup
(Form B3)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
15. Since leaving high school, I have completed: (check all that apply) Omit...																
(1) a vocational school one-year Diploma program............																
(2) a vocational school two-year Associate degree program....																
(3) a Baccalaureate (B.A. or B.S.) degree...............																
(4) a Master's (M.A. or M.S.) degree....................																
(5) an Educational Specialist degree....................																
(6) a Doctorate degree..........																
(7) an Apprenticeship program...																
(8) an in-service or on-the-job training program............																
(9) I have not taken any further training..................																
(10) Other......................																
16. My area or program of study for the training checked in #15 is: Omit...																
(1) Related VTAE................																
(2) Related University..........																
(3) Other related...............																
(4) Not related.................																

Table
Student Ten-Year Followup
(Form B3)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
17. Date employed by present employer: Omit....																
(1) On-the-job less than 2 years.																
(2) On-the-job 3-4 years........																
(3) On-the-job 5-6 years........																
(4) On-the-job 7-8 years........																
(5) On-the-job 9 years or more..																
Mean	—		—		—		—		—		—		—		—	
18. Number of jobs held since high school graduation: Omit....																
(1) One........................																
(2) Two........................																
(3) Three......................																
(4) Four.......................																
(5) Five.......................																
(6) Six........................																
(7) Seven......................																
(8) Eight or more..............																
19. Would you recommend high school vocational courses to others? Omit....																
(1) Yes........................																
(2) No.........................																

Table ____
Student - Ten-Year Followup
(Form B3)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit....																
5. Male..........................																
Female..........................																
6. I am presently: (check one) Omit....																
(1) employed FULL time in a paid non-military occupation.....																
(2) employed FULL time in the military service............																
(3) employed PART time--not in school......................																
(4) employed PART time while in school......................																
(5) full-time student--not employed part time..........																
(6) unemployed, but looking for paid employment............																
(7) unemployed, not looking for paid employment............																
7. Job Title	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. May we contact your supervisor? Omit....																
(1) No..........................																
(2) Yes..........................																

Table ___
Student - Ten-Year Followup
(Form B3)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9. Do you own or operate your own business?																
Omit....																
(1) Yes........................																
(2) No.........................																
10. If you own or operate your own business, how many persons do you employ?																
Omit....																
(1) 1-25 people................																
(2) 26-75 people...............																
(3) 76-150 people..............																
(4) 151-500 people.............																
(5) 501-1,000 people...........																
(6) 1,001-5,000 people.........																
(7) Over 5,000 people..........																
Mean																
11. What is your present hourly wage BEFORE DEDUCTIONS?																
Omit....																
(1) Under $2.00 per hour.......																
(2) $2.00 - $2.99 per hour.....																
(3) $3.00 - $3.99 per hour.....																
(4) $4.00 - $4.99 per hour.....																
(5) $5.00 - $5.99 per hour.....																
(6) $6.00 - $6.99 per hour.....																
(7) $7.00 - $7.99 per hour.....																
(8) $8.00 - $8.99 per hour.....																
(9) Over $9.00 per hour........																

Table ____
Student - Ten-Year Followup
(Form B3)

	TOTAL NUMBER	TOTAL RERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12. How many hours do you work during an average work week?																
Omit....																
(1) 20 hours/week or less........																
(2) 21-35 hours/week............																
(3) 36 hours/week or more........																
13. Is this job related to your area of high school vocational preparation?																
Omit....																
(1) Directly related............																
(2) Somewhat related............																
(3) Not related.................																
14. Is this job related to the career choice you made during your senior year in high school?																
Omit....																
(1) Directly related............																
(2) Somewhat related............																
(3) Not related.................																

Table ___
Student - Ten-Year Followup
(Form B3)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
15. Since leaving high school, I have completed: (check all that apply) Omit...																
(1) a vocational school one-year Diploma program............																
(2) a vocational school two-year Associate degree program....																
(3) a Baccalaureate (B.A. or B.S.) degree...............																
(4) a Master's (M.A. or M.S.) degree.....................																
(5) an Educational Specialist degree.....................																
(6) a Doctorate degree..........																
(7) an Apprenticeship program...																
(8) an in-service or on-the-job training program...........																
(9) I have not taken any further training..................																
(10) Other......................																
16. My area or program of study for the training checked in #15 is: Omit...																
(1) Related VTAE...............																
(2) Related University.........																
(3) Other related..............																
(4) Not related................																

Table ____
Student - Ten-Year Followup
(Form B3)

Item Statement	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
17. Date employed by present employer: Omit....																
(1) On-the-job less than 2 years.																
(2) On-the-job 3-4 years........																
(3) On-the-job 5-6 years........																
(4) On-the-job 7-8 years........																
(5) On-the-job 9 years or more..																
Mean																
18. Number of jobs held since high school graduation: Omit....																
(1) One.........................																
(2) Two.........................																
(3) Three.......................																
(4) Four........................																
(5) Five........................																
(6) Six.........................																
(7) Seven.......................																
(8) Eight or more...............																
19. Would you recommend high school vocational courses to others? Omit....																
(1) Yes.........................																
(2) No..........................																

Table ____
Student Non-Completer Followup
(Form B4)

	Sequence		IPC				Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%			N	%	N	%	N	%	N	%	N	%
Omit....																
5. Male....																
Female....																
6. What is the highest grade level you completed?																
Omit....																
(1) 9th grade....																
(2) 10th grade....																
(3) 11th grade....																
(4) 12th grade....																
7. Reasons for leaving high school before graduation:																
Omit....																
(1) Got a job....																
(2) Changed to another school....																
(3) School was too difficult....																
(4) School was boring....																
(5) School was not related to my career goals....																
(6) Got married....																
(7) Conflict with school staff....																
(8) Illness....																
(9) Family/personal problems....																
(10) Other....																

Table ____
Student Non-Completer Followup
(Form B4)

	Sequence		IPC				Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%			N	%	N	%	N	%	N	%	N	%
8. How do you feel about the vocational preparation you received in high school? Omit...																
(1) Very UNsatisfied...........																
(2) UNsatisfied................																
(3) Satisfied..................																
(4) Very Satisfied............																
9. How do you feel about the career planning assistance you received at your high school? Omit...																
(1) Very UNsatisfied..........																
(2) UNsatisfied................																
(3) Satisfied..................																
(4) Very Satisfied............																
10. During my vocational program, I filled out a questionnaire about my occupational interests and abilities. Omit...																
(1) Yes........................																
(2) Not sure...................																
(3) No.........................																

Table ___
Student Non-Completer Followup
(Form B4)

	Sequence		IPC				Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%			N	%	N	%	N	%	N	%	N	%
11. I am presently: Omit....																
(1) employed FULL time in a paid non-military occupation.................																
(2) employed FULL time in the military service...........																
(3) employed PART time--not in school................																
(4) employed PART time while in school................																
(5) full-time student--not employed part time.........																
(6) unemployed, but looking for paid employment........																
(7) unemployed, not available for paid employment........																
12. Job Title	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13. Is this job related to your high school vocational preparation? Omit...																
(1) Directly related..........																
(2) Somewhat related...........																
(3) Not related...............																

Table ____
Student Non-Completer Followup
(Form B4)

	Sequence		IPC				Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%			N	%	N	%	N	%	N	%	N	%
14. May we contact your supervisor? Omit...																
(1) No..........................																
(2) Yes.........................																
15. Do you own or operate your own business? Omit...																
(1) Yes.........................																
(2) No..........................																
16. What is your present hourly wage BEFORE DEDUCTIONS? Omit...																
(1) Under $2.00 per hour........																
(2) $2.00 - $2.99 per hour......																
(3) $3.00 - $3.99 per hour......																
(4) $4.00 - $4.99 per hour......																
(5) $5.00 - $5.99 per hour......																
(6) $6.00 - $6.99 per hour......																
(7) $7.00 - $7.99 per hour......																
(8) $8.00 - $8.99 per hour......																
(9) Over $9.00 per hour.........																

Table ___
Student Non-Completer Followup
(Form B4)

	Sequence		IPC				Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%			N	%	N	%	N	%	N	%	N	%
17. How many hours do you work during an average work week? Omit...																
(1) 20 hours/week or less.......																
(2) 21-35 hours/week............																
(3) 36 hours/week or more.......																
18. Since leaving high school, I have enrolled for further education in: Omit...																
(1) another high school.........																
(2) a vocational school one-year diploma program........																
(3) a vocational school two-year associate degree program....																
(4) a GED (High School Equivalency) program........																
(5) evening adult vocational classes..................																
(6) an apprenticeship program...																
(7) an in-service or on-the-job training program............																
(8) I have not taken any additional training.........																
(9) a university................																
(10) Other......................																

Table ____
Student Non-Completer Followup
(Form B4)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit....																
5. Male...........................																
Female.........................																
6. What is the highest grade level you completed?																
Omit....																
(1) 9th grade.................																
(2) 10th grade.................																
(3) 11th grade.................																
(4) 12th grade.................																
7. Reasons for leaving high school before graduation:																
Omit....																
(1) Got a job.................																
(2) Changed to another school...																
(3) School was too difficult....																
(4) School was boring..........																
(5) School was not related to my career goals..........																
(6) Got married................																
(7) Conflict with school staff..																
(8) Illness....................																
(9) Family/personal problems....																
(10) Other.....................																

Table ___
Student Non-Completer Followup
(Form B4)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
8. How do you feel about the vocational preparation you received in high school? Omit...																
(1) Very UNsatisfied..........																
(2) UNsatisfied...............																
(3) Satisfied.................																
(4) Very Satisfied............																
9. How do you feel about the career planning assistance you received at your high school? Omit...																
(1) Very UNsatisfied..........																
(2) UNsatisfied...............																
(3) Satisfied.................																
(4) Very Satisfied............																
10. During my vocational program, I filled out a questionnaire about my occupational interests and abilities. Omit...																
(1) Yes.......................																
(2) Not sure..................																
(3) No........................																

Table ___
Student Non-Completer Followup
(Form B4)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11. I am presently:																
Omit....																
(1) employed FULL time in a paid non-military occupation..................																
(2) employed FULL time in the military service...........																
(3) employed PART time--not in school.................																
(4) employed PART time while in school.................																
(5) full-time student--not employed part time.........																
(6) unemployed, but looking for paid employment........																
(7) unemployed, not available for paid employment........																
12. Job Title	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13. Is this job related to your high school vocational preparation?																
Omit...																
(1) Directly related...........																
(2) Somewhat related...........																
(3) Not related...............																

Table ___
Student Non-Completer Followup
(Form B4)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
14. May we contact your supervisor?																
Omit...																
(1) No.........................																
(2) Yes........................																
15. Do you own or operate your own business?																
Omit...																
(1) Yes........................																
(2) No.........................																
16. What is your present hourly wage BEFORE DEDUCTIONS?																
Omit...																
(1) Under $2.00 per hour........																
(2) $2.00 - $2.99 per hour......																
(3) $3.00 - $3.99 per hour......																
(4) $4.00 - $4.99 per hour......																
(5) $5.00 - $5.99 per hour......																
(6) $6.00 - $6.99 per hour......																
(7) $7.00 - $7.99 per hour......																
(8) $8.00 - $8.99 per hour......																
(9) Over $9.00 per hour.........																

Table ___
Student Non-Completer Followup
(Form B4)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
17. How many hours do you work during an average work week?																
Omit...																
(1) 20 hours/week or less.......																
(2) 21-35 hours/week............																
(3) 36 hours/week or more.......																
18. Since leaving high school, I have enrolled for further education in:																
Omit...																
(1) another high school.........																
(2) a vocational school one-year diploma program........																
(3) a vocational school two-year associate degree program....																
(4) a GED (High School Equivalency) program........																
(5) evening adult vocational classes....................																
(6) an apprenticeship program...																
(7) an in-service or on-the-job training program............																
(8) I have not taken any additional training.........																
(9) a university................																
(10) Other......................																

Table ____
Employer - One-Year Followup
(Form C1)

Item Statement	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit......																
5. Male..........................																
Female..........................																

Item Statement	Sequence		IPC		GE		SPNS		Pool Class		Slot-in		Male		Female	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
6. Technical knowledge...........																
7. Work attitude.................																
8. Work quality..................																
9. Work quantity (output)........																

10. What is the overall rating of training received by this individual as it relates to the requirements of his or her job?	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit.....																
(1) Very Poor................																
(2) Poor.....................																
(3) Acceptable...............																
(4) Good.....................																
(5) Very Good................																

Table ____
Employer - One-Year Followup
(Form C1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11. How would you rate this employee's preparation in relation to other employees who did not receive such training? (0) No basis for comparison-Omit.																
(1) Individual is less prepared..																
(3) Both are about the same......																
(5) Individual is better prepared....................																
12. From past experiences, would you prefer to hire persons who have had high school vocational training? Omit.....																
(1) No preference...............																
(2) Some preference.............																
(3) A good deal of preference....																
13. What has been this employee's attitude toward on-the-job training? Omit.....																
(1) No training has been offered.																
(2) Negative, resists training...																
(3) Acceptant, but needs prodding																
(4) Positive, willing to learn...																
(5) Very positive, eager to learn																
14. Additional skills needed?	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Table ____
Employer - One-Year Followup
(Form C1)

Standard Deviation Key:
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Item Statement	N	Mean								Standard Deviation							
		SEQ	IPC	GE	SPNS	PC	PSI	M	F	SEQ	IPC	GE	SPNS	PC	PSI	M	F
15. Reading.																	
16. Spelling																	
17. Arithmetic (math).																	
18. Writing.																	
19. Speaking																	
20. Listening.																	
21. Use of tools and equipment																	
22. Selection and care of space, materials, and supplies																	
23. Ability to work with co-workers. . . .																	
24. Accepting advice and supervision . . .																	
25. Working in a leadership role if applicable																	
26. Understanding the value and importance of work.																	
27. Prompt and dependable in attendance. .																	
28. Willing to accept and perform tasks...																	
29. Ability to plan and direct own work. .																	
30. Ability to make sound decisions. . . .																	
31. Shows consideration and kindness towards others																	
32. Neat, clean, and appropriate appearance																	

SEQ = Sequence
IPC = Instructional Program Component
GE = General Education
SPNS = Special Needs
PC = Pool Class
PSI = Pool Slot-in
M = Male
F = Female

Table____
Employer - One-Year Followup
(Form C1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
33. In which of the following ways does your business work with secondary schools to support vocational education? (Please check all that apply) Omit.......																
(1) Suggesting new vocational courses....................																
(2) Recommending equipment and materials to be used.........																
(3) Providing equipment and materials....................																
(4) Providing facilities.........																
(5) Providing vocational students with work experience.........																
(6) Serving on advisory committees..................																
(7) Providing teachers with work experience.............																
(8) Recommending vocational teachers....................																
(9) Releasing employees to teach vocational courses.....																
(10) Funding/donations............																
(11) Other.......................																

Rating Key: 5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Table ___
Employer - One-Year Followup
(Form C1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit......																
5. Male..........................																
Female..........................																
Item Statement	TOTAL M	SD	AG M	SD	BE M	SD	HO M	SD	HE M	SD	TE M	SD	ME M	SD	M	SD
6. Technical knowledge...........																
7. Work attitude.................																
8. Work quality..................																
9. Work quantity (output)........																
10. What is the overall rating of training received by this individual as it relates to the requirements of his or her job?	N=	100%	N.	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit.....																
(1) Very Poor................																
(2) Poor.....................																
(3) Acceptable...............																
(4) Good.....................																
(5) Very Good................																

Standard Deviation Key:
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table ____
Employer - One-Year Followup
(Form C1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11. How would you rate this employee's preparation in relation to other employees who did not receive such training?																
(0) No basis for comparison-Omit.																
(1) Individual is less prepared..																
(3) Both are about the same......																
(5) Individual is better prepared....................																
12. From past experiences, would you prefer to hire persons who have had high school vocational training?																
Omit.....																
(1) No preference...............																
(2) Some preference.............																
(3) A good deal of preference....																
13. What has been this employee's attitude toward on-the-job training?																
Omit.....																
(1) No training has been offered.																
(2) Negative, resists training...																
(3) Acceptant, but needs prodding																
(4) Positive, willing to learn...																
(5) Very positive, eager to learn																
14. Additional skills needed?	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Table ________
Employer - One Year Followup
(Form C1)

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Item Statement	N	Mean						Standard Deviation					
		AG	BE	HO	HE	TE	ME	AG	BE	HO	HE	TE	ME
15. Reading.													
16. Spelling													
17. Arithmetic (math).													
18. Writing.													
19. Speaking													
20. Listening.													
21. Use of tools and equipment													
22. Selection and care of space, materials, and supplies													
23. Ability to work with co-workers.													
24. Accepting advice and supervision													
25. Working in a leadership role if applicable													
26. Understanding the value and importance of work.													
27. Prompt and dependable in attendance.													
28. Willing to accept and perform tasks.													
29. Ability to plan and direct own work.													
30. Ability to make sound decisions.													
31. Shows consideration and kindness towards others													
32. Neat, clean, and appropriate appearance. . .													

AG = Agriculture
BE = Business Education
HO = Health Occupations

HE = Home Economics
TE = Technology Education
ME = Marketing Education

Table____
Employer - One-Year Followup
(Form C1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
33. In which of the following ways does your business work with secondary schools to support vocational education? (Please check all that apply) Omit.......																
(1) Suggesting new vocational courses......................																
(2) Recommending equipment and materials to be used.........																
(3) Providing equipment and materials....................																
(4) Providing facilities.........																
(5) Providing vocational students with work experience.........																
(6) Serving on advisory committees..................																
(7) Providing teachers with work experience.............																
(8) Recommending vocational teachers....................																
(9) Releasing employees to teach vocational courses.....																
(10) Funding/donations...........																
(11) Other......................																

Table ___
Employer - Five-Year Followup
(Form C2)

Item Statement	Sequence N	%	IPC N	%	General Education N	%			Special Needs N	%			Male N	%	Female N	%
Omit.....																
5. Male............................																
Female............................																

Item Statement	Sequence M	SD	IPC M	SD	GE M	SD	M	SD	SPNS M	SD	M	SD	Male M	SD	Female M	SD
6. Technical knowledge............																
7. Work attitude..................																
8. Work quality...................																
9. Work quantity (output).........																

10. From past experience, would you prefer to hire persons who have had high school vocational training as compared to persons who have not had vocational education?	N	%	N	%	N	%			N	%			N	%	N	%
Omit....																
(1) No preference................																
(2) Some preference..............																
(3) A good deal of preference....																

Table ____
Employer - Five-Year Followup
(Form C2)

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Item Statement	N	Mean						Standard Deviation					
		SEQ	IPC	GE	SPNS	M	F	SEQ	IPC	GE	SPNS	M	F
11. Reading													
12. Spelling													
13. Arithmetic (math)													
14. Writing													
15. Speaking													
16. Listening													
17. Use of tools and equipment													
18. Selection and care of space, materials, and supplies													
19. Ability to work with co-workers													
20 Accepting advice and supervision													
21 Working in a leadership role if applicable													
22. Understanding the value and importance of work													
23. Prompt and dependable in attendance													
24. Willing to accept and perform tasks													
25. Ability to plan and direct own work													
26. Ability to make sound decisions													
27. Shows consideration and kindness towards others													
28. Appropriate appearance and dress													

SEQ = Sequence
IPC = Instructional Program Component
GE = General Education

SPNS = Special Needs
M = Male
F = Female

Table ___
Employer - Five-Year Followup
(Form C2)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
29. In which of the following ways does your business work with secondary schools to support vocational education? (Check all that apply.) Omit.....																
(1) Suggesting new vocational courses..................																
(2) Recommending equipment and materials to be used.......																
(3) Providing equipment and materials..................																
(4) Providing facilities.......																
(5) Providing vocational students with work experience................																
(6) Serving on advisory committee.................																
(7) Providing teachers with work experiences...........																
(8) Releasing employers to teach vocational courses...																
(9) Funding/donations..........																
(10) Other.....................																

Rating Key: 5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Table ____
Employer - Five-Year Followup
(Form C2)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit.....																
5. Male..........................																
Female..........................																

Item Statement	TOTAL		AG		BE		HO		HE							
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
6. Technical knowledge............	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
7. Work attitude..................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
8. Work quality...................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
9. Work quantity (output)..........	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___

10. From past experience, would you prefer to hire persons who have had high school vocational training as compared to persons who have not had vocational education?	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit....																
(1) No preference................																
(2) Some preference..............																
(3) A good deal of preference....																

Table ____
Employer - Five-Year Followup
(Form C2)

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Item Statement	N	Mean						Standard Deviation					
		AG	BE	HO	HE	TE	ME	AG	BE	HO	HE	TE	ME
11. Reading.													
12. Spelling													
13. Arithmetic (math).													
14. Writing.													
15. Speaking													
16. Listening.													
17. Use of tools and equipment													
18. Selection and care of space, materials, and supplies													
19. Ability to work with co-workers.													
20. Accepting advice and supervision													
21. Working in a leadership role if applicable													
22. Understanding the value and importance of work.													
23. Prompt and dependable in attendance.													
24 Willing to accept and perform tasks.													
25. Ability to plan and direct own work.													
26. Ability to make sound decisions.													
27. Shows consideration and kindness towards others													
28. Appropriate appearance and dress..													

AG = Agriculture
BE = Business Education
HO = Health Occupations
HE = Home Economics
TE = Technology Education
ME = Marketing Education

Table ___
Employer - Five-Year Followup
(Form C2)

Item Statement	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
29. In which of the following ways does your business work with secondary schools to support vocational education? (Check all that apply.) Omit.....																
(1) Suggesting new vocational courses....................																
(2) Recommending equipment and materials to be used.......																
(3) Providing equipment and materials..................																
(4) Providing facilities.......																
(5) Providing vocational students with work experience................																
(6) Serving on advisory committee..................																
(7) Providing teachers with work experiences...........																
(8) Releasing employers to teach vocational courses...																
(9) Funding/donations..........																
(10) Other.....................																

Table ____
Employer - Ten-Year Followup
(Form C3)

Item Statement	Sequence		IPC		General Education				Special Needs				Male		Female	
	N	%	N	%	N	%			N	%			N	%	N	%
Omit....																
5. Male..........................																
Female.........................																

Item Statement	Sequence		IPC		GE				SPNS				Male		Female	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
6. Technical knowledge...........																
7. Work attitude.................																
8. Work quality..................																
9. Work quantity (output)........																

10. From past experiences, would you prefer to hire persons who have had high school vocational training?	N	%	N	%	N	%			N	%			N	%	N	%
Omit....																
(1) No preference.............																
(2) Some preference...........																
(3) A good deal of preference..																

Table ____
Employer - Ten-Year Followup
(Form C3)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
11. Reading........................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
12. Spelling.......................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
13. Arithmetic (math)..............	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
14. Writing........................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
15. Speaking.......................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
16. Listening......................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___

Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
17. Does this employee have the necessary skills and abilities to advance or do various jobs? Omit....																
(1) Yes........................																
(2) No.........................																

Table ____
Employer - Ten-Year Followup
(Form C3)

	Sequence		IPC		General Education				Special Needs				Male		Female	
Item Statement	N	%	N	%	N	%			N	%			N	%	N	%
18. How many jobs has this employee held with your firm?																
Omit....																
(1) One job..................																
(2) Two jobs.................																
(3) Three jobs...............																
(4) Four jobs................																
(5) Five jobs................																
(6) Six - seven jobs.........																
(7) Eight - ten jobs.........																
(8) More than ten jobs.......																
19. How does this employee's skills and abilities compare with non-vocationally trained employees?																
Omit....																
(1) Less prepared............																
(3) About the same...........																
(5) Better prepared..........																
20. How large is your company?																
Omit....																
(1) 1-25 people..............																
(2) 26-75 people.............																
(3) 76-150 people............																
(4) 151-500 people...........																
(5) 501-1,000 people.........																
(6) 1,001 or more people.....																

Table ___
Employer - Ten-Year Followup
(Form C3)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit....																
5. Male..........................																
Female........................																
Item Statement	TOTAL M	SD	AG M	SD	BE M	SD	HO M	SD	HE M	SD	TE M	SD	ME M	SD	M	SD
6. Technical knowledge............	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
7. Work attitude.................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
8. Work quality..................	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
9. Work quantity (output).........	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
10. From past experiences, would you prefer to hire persons who have had high school vocational training?	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit....																
(1) No preference..............																
(2) Some preference............																
(3) A good deal of preference..																

Rating Key:
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Table ____
Employer - Ten-Year Followup
(Form C3)

	TOTAL NUMBER		Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
11. Reading........................																
12. Spelling.......................																
13. Arithmetic (math)..............																
14. Writing........................																
15. Speaking.......................																
16. Listening......................																

Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
17. Does this employee have the necessary skills and abilities to advance or do various jobs? Omit....																
(1) Yes........................																
(2) No.........................																

Standard Deviation Key:

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table ___
Employer - Ten-Year Followup
(Form C3)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18. How many jobs has this employee held with your firm?																
Omit....																
(1) One job....................																
(2) Two jobs...................																
(3) Three jobs.................																
(4) Four jobs..................																
(5) Five jobs..................																
(6) Six - seven jobs...........																
(7) Eight - ten jobs...........																
(8) More than ten jobs.........																
19. How does this employee's skills and abilities compare with non-vocationally trained employees?																
Omit....																
(1) Less prepared..............																
(3) About the same.............																
(5) Better prepared............																
20. How large is your company?																
Omit....																
(1) 1-25 people................																
(2) 26-75 people...............																
(3) 76-150 people..............																
(4) 151-500 people.............																
(5) 501-1,000 people...........																
(6) 1,001 or more people.......																

Table
Student Questionnaire - IPC and Sequence
(Form D1)

Item Statement	Total		SPNS		Pool				Male		Female	
					Class		Slot-in					
	N	%	N	%	N	%	N	%	N	%	N	%
Omit....												
3. Male												
Female												
4. The grade I am in is:												
Omit....												
(1) 9th												
(2) 10th												
(3) 11th												
(4) 12th												
5. During my high school career, I have taken courses in the following programs: (check all that apply)												
Omit....												
(1) Agriculture												
(2) Business Education												
(3) Health Occupations												
(4) Home Economics												
(5) Technology Education												
(6) Marketing Education												
6. The program where my main career interests lie: (check one)												
Omit....												
(1) Agriculture												
(2) Business Education												
(3) Health Occupations												
(4) Home Economics												
(5) Technology Education												
(6) Marketing Education												
7. I am a member of: (check all that apply)												
Omit....												
(1) FFA												
(2) FBLA												
(3) FHA												
(4) HERO												
(5) DECA												
(6) VICA												
(7) None												
(8) Other												
8. I have previously filled out a questionnaire about my career interests, needs, and abilities.												
Omit....												
(1) Yes												
(2) Don't know												
(3) No												

Table ___ 112
Student Questionnaire - IPC and Sequence
(Form D1)

Item Statement	Total		SPNS		Pool				Male		Female	
					Class		Slot-in					
	N	%	N	%	N	%	N	%	N	%	N	%
9. I am aware of vocational programs in my high school.												
Omit												
(1) Yes												
(2) Somewhat												
(3) No												
10. This is how I feel about the vocational training I am receiving at present:												
Omit												
(1) Very UNsatisfied												
(2) UNsatisfied												
(3) Satisfied												
(4) Very Satisfied												
11. A variety of teaching methods have been used by my vocational instructors such as:												
Omit												
(1) Discussion												
(2) Films												
(3) Field Trips												
(4) Demonstrations												
(5) Lecture												
(6) Role Playing												
(7) Outside Speakers												
(8) Learning Packages												
(9) Project Activities												
12. During my vocational program, I have learned about:												
Omit												
(1) new (emerging) occupations												
(2) jobs which will soon be obsolete												
(3) male dominated jobs which females can now enter												
(4) female dominated jobs which males can now enter												
(5) occupations which have many job opportunities												
(6) occupations which are overcrowded with workers and applicants												
(7) post-high school training opportunities related to my career goal												
(8) job alternatives related to my career goal												
(9) job salaries												

Table
Student Questionnaire - IPC and Sequence
(Form D1)

Item Statement	Total		SPNS		POOL				Male		Female	
					Class		Slot-in					
	N	%	N	%	N	%	N	%	N	%	N	%
13. Following high school, I plan to:												
Omit.....												
(1) go to work..............................												
(2) go on to school.........................												
(3) both go on to school and work..........												
(4) military................................												
(5) other...................................												
14. What type of school are you planning to attend following high school graduation?												
Omit.....												
(1) a vocational school one-year diploma program............................												
(2) a vocational school two-year associate degree program......................												
(3) a four-year university program.........												
(4) an apprenticeship program..............												
(5) an in-service or on-the-job training program............................												
(6) military................................												
(7) other...................................												
(8) none. I do not plan to go on to school at this time..................												
15. What occupation or career do you plan to pursue after high school?												
Omit.....												
(1) Not sure of career choice at this time.												
(2) I am planning on entering the following career(s)...........................												
16. Are you aware of the qualifications and training needed to enter this career or school?												
Omit.....												
(1) Yes.....................................												
(2) No......................................												
(3) I do not have a planned career/school..												
17. Do you feel that your present curriculum is preparing you for your planned career/school?												
Omit.....												
(1) Yes.....................................												
(2) No......................................												
(3) I do not have a planned career/school..												

Table 114
Student Questionnaire - IPC and Sequence
(Form D1)

Item Statement	Total		SPNS		Pool				Male		Female	
					Class		Slot-in					
	N	%	N	%	N	%	N	%	N	%	N	%
18. This is how I feel about the help I have received from my counselors.												
Omit.....												
(1) Very UNsatisfied....................												
(2) UNsatisfied.........................												
(3) Satisfied...........................												
(4) Very Satisfied......................												
19. My counselor has helped me to select a vocational program.												
Omit.....												
(1) Yes.................................												
(2) No..................................												

Sampling Plan

Table ___
Student Questionnaire - IPC and Sequence
(Form D1)

Item Statement	Grade Level											
	9th		10th		11th		12th					
	N	%	N	%	N	%	N	%	N	%	N	%
Omit....												
3. Male												
Female												
4. The grade I am in is:												
Omit....												
(1) 9th												
(2) 10th												
(3) 11th												
(4) 12th												
5. During my high school career, I have taken courses in the following programs: (check all that apply)												
Omit....												
(1) Agriculture												
(2) Business Education												
(3) Health Occupations												
(4) Home Economics												
(5) Technology Education												
(6) Marketing Education												
6. The program where my main career interests lie: (check one)												
Omit....												
(1) Agriculture												
(2) Business Education												
(3) Health Occupations												
(4) Home Economics												
(5) Technology Education												
(6) Marketing Education												
7. I am a member of: (check all that apply)												
Omit....												
(1) FFA												
(2) FBLA												
(3) FHA												
(4) HERO												
(5) DECA												
(6) VICA												
(7) None												
(8) Other												
8. I have previously filled out a questionnaire about my career interests, needs, and abilities.												
Omit....												
(1) Yes												
(2) Don't know												
(3) No												

Table 116
Student Questionnaire - IPC and Sequence
(Form D1)

	Grade Level											
Item Statement	9th		10th		11th		12th					
	N	%	N	%	N	%	N	%	N	%	N	%
9. I am aware of vocational programs in my high school.												
Omit												
(1) Yes												
(2) Somewhat												
(3) No												
10. This is how I feel about the vocational training I am receiving at present:												
Omit												
(1) Very UNsatisfied												
(2) UNsatisfied												
(3) Satisfied												
(4) Very Satisfied												
11. A variety of teaching methods have been used by my vocational instructors such as:												
Omit												
(1) Discussion												
(2) Films												
(3) Field Trips												
(4) Demonstrations												
(5) Lecture												
(6) Role Playing												
(7) Outside Speakers												
(8) Learning Packages												
(9) Project Activities												
12. During my vocational program, I have learned about:												
Omit												
(1) new (emerging) occupations												
(2) jobs which will soon be obsolete												
(3) male dominated jobs which females can now enter												
(4) female dominated jobs which males can now enter												
(5) occupations which have many job opportunities												
(6) occupations which are overcrowded with workers and applicants												
(7) post-high school training opportunities related to my career goal												
(8) job alternatives related to my career goal												
(9) job salaries												

Table ___
Student Questionnaire - IPC and Sequence
(Form D1)

Item Statement	Grade Level											
	9th		10th		11th		12th					
	N	%	N	%	N	%	N	%	N	%	N	%
13. Following high school, I plan to:												
Omit.....												
(1) go to work..............................												
(2) go on to school.........................												
(3) both go on to school and work..........												
(4) military................................												
(5) other...................................												
14. What type of school are you planning to attend following high school graduation?												
Omit.....												
(1) a vocational school one-year diploma program................................												
(2) a vocational school two-year associate degree program.........................												
(3) a four-year university program.........												
(4) an apprenticeship program..............												
(5) an in-service or on-the-job training program...............												
(6) military................................												
(7) other...................................												
(8) none. I do not plan to go on to school at this time..................												
15. What occupation or career do you plan to pursue after high school?												
Omit.....												
(1) Not sure of career choice at this time.												
(2) I am planning on entering the following career(s)............................												
16. Are you aware of the qualifications and training needed to enter this career or school?												
Omit.....												
(1) Yes.....................................												
(2) No......................................												
(3) I do not have a planned career/school..												
17. Do you feel that your present curriculum is preparing you for your planned career/school?												
Omit.....												
(1) Yes.....................................												
(2) No......................................												
(3) I do not have a planned career/school..												

Table 118
Student Questionnaire - IPC and Sequence
(Form D1)

	Grade Level											
Item Statement	9th		10th		11th		12th					
	N	%	N	%	N	%	N	%	N	%	N	%
18. This is how I feel about the help I have received from my counselors. Omit.....												
(1) Very UNsatisfied....................												
(2) UNsatisfied.........................												
(3) Satisfied...........................												
(4) Very Satisfied......................												
19. My counselor has helped me to select a vocational program. Omit.....												
(1) Yes.................................												
(2) No..................................												

Sampling Plan

Table ___
Student Questionnaire - IPC and Sequence
(Form D1)

Item Statement	Program Areas											
	AG		BE		HO		HE		TE		ME	
	N	%	N	%	N	%	N	%	N	%	N	%
Omit												
3. Male												
Female												
4. The grade I am in is:												
Omit												
(1) 9th												
(2) 10th												
(3) 11th												
(4) 12th												
5. During my high school career, I have taken courses in the following programs: (check all that apply)												
Omit												
(1) Agriculture												
(2) Business Education												
(3) Health Occupations												
(4) Home Economics												
(5) Technology Education												
(6) Marketing Education												
6. The program where my main career interests lie: (check one)												
Omit												
(1) Agriculture												
(2) Business Education												
(3) Health Occupations												
(4) Home Economics												
(5) Technology Education												
(6) Marketing Education												
7. I am a member of: (check all that apply)												
Omit												
(1) FFA												
(2) FBLA												
(3) FHA												
(4) HERO												
(5) DECA												
(6) VICA												
(7) None												
(8) Other												
8. I have previously filled out a questionnaire about my career interests, needs, and abilities.												
Omit												
(1) Yes												
(2) Don't know												
(3) No												

Table ____ 120
Student Questionnaire - IPC and Sequence
(Form D1)

	Program Areas											
Item Statement	AG		BE		HO		HE		TE		ME	
	N	%	N	%	N	%	N	%	N	%	N	%
9. I am aware of vocational programs in my high school.												
Omit.....												
(1) Yes..............................												
(2) Somewhat.........................												
(3) No...............................												
10. This is how I feel about the vocational training I am receiving at present:												
Omit.....												
(1) Very UNsatisfied.................												
(2) UNsatisfied......................												
(3) Satisfied........................												
(4) Very Satisfied...................												
11. A variety of teaching methods have been used by my vocational instructors such as:												
Omit.....												
(1) Discussion.......................												
(2) Films............................												
(3) Field Trips......................												
(4) Demonstrations...................												
(5) Lecture..........................												
(6) Role Playing.....................												
(7) Outside Speakers.................												
(8) Learning Packages................												
(9) Project Activities...............												
12. During my vocational program, I have learned about:												
Omit.....												
(1) new (emerging) occupations...........												
(2) jobs which will soon be obsolete......												
(3) male dominated jobs which females can now enter............................												
(4) female dominated jobs which males can now enter............................												
(5) occupations which have many job opportunities.........................												
(6) occupations which are overcrowded with workers and applicants...........												
(7) post-high school training opportunities related to my career goal....												
(8) job alternatives related to my career goal...........................												
(9) job salaries.........................												

Table ____
Student Questionnaire - IPC and Sequence
(Form D1)

	Program Areas											
Item Statement	AG		BE		HO		HE		TE		ME	
	N	%	N	%	N	%	N	%	N	%	N	%
13. Following high school, I plan to:												
Omit.....												
(1) go to work..............................												
(2) go on to school.........................												
(3) both go on to school and work..........												
(4) military................................												
(5) other...................................												
14. What type of school are you planning to attend following high school graduation?												
Omit.....												
(1) a vocational school one-year diploma program...............................												
(2) a vocational school two-year associate degree program..........................												
(3) a four-year university program.........												
(4) an apprenticeship program..............												
(5) an in-service or on-the-job training program...............................												
(6) military................................												
(7) other...................................												
(8) none. I do not plan to go on to school at this time..................												
15. What occupation or career do you plan to pursue after high school?												
Omit.....												
(1) Not sure of career choice at this time.												
(2) I am planning on entering the following career(s).............................												
16. Are you aware of the qualifications and training needed to enter this career or school?												
Omit.....												
(1) Yes.....................................												
(2) No......................................												
(3) I do not have a planned career/school..												
17. Do you feel that your present curriculum is preparing you for your planned career/school?												
Omit.....												
(1) Yes.....................................												
(2) No......................................												
(3) I do not have a planned career/school..												

Table ___ 122
Student Questionnaire - IPC and Sequence
(Form D1)

	Program Areas											
Item Statement	AG		BE		HO		HE		TE		ME	
	N	%	N	%	N	%	N	%	N	%	N	%
18. This is how I feel about the help I have received from my counselors.												
Omit.....												
(1) Very UNsatisfied....................												
(2) UNsatisfied..........................												
(3) Satisfied............................												
(4) Very Satisfied.......................												
19. My counselor has helped me to select a vocational program.												
Omit.....												
(1) Yes..................................												
(2) No...................................												

Sampling Plan

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Table ___
Student Questionnaire - Academic
(Form D2)

Item Statement	Total		SPNS				Male		Female			
	N	%	N	%	N	%	N	%	N	%	N	%
Omit....												
3. Male												
Female												
4. The grade I am in is: Omit....												
(1) 9th												
(2) 10th												
(3) 11th												
(4) 12th												
5. What general type of courses are you taking in high school? Omit....												
(1) English												
(2) Science												
(3) Math												
(4) History												
(5) Art												
(6) Music												
(7) Drama												
(8) Physical Education												
(9) Other												
6. I am a member of: Omit....												
(1) FFA												
(2) FBLA												
(3) FHA												
(4) HERO												
(5) DECA												
(6) VICA												
(7) FTA												
(8) None												
(9) Other												
7. I have previously filled out a questionnaire or survey about my occupational interests. Omit....												
(1) Yes												
(2) Don't know												
(3) No												
8. I am aware of vocational programs in my high school. Omit....												
(1) Yes												
(2) Somewhat												
(3) No												

Table
Student Questionnaire - Academic
(Form D2) 124

Item Statement	Total		SPNS				Male		Female			
	N	%	N	%	N	%	N	%	N	%	N	%
9. This is how I feel about the education I am receiving at present.												
Omit..												
(1) I am very UNsatisfied................												
(2) I am UNsatisfied.....................												
(3) I am Satisfied.......................												
(4) I am very Satisfied..................												
10. A variety of teaching methods have been used by my vocational instructors such as:												
Omit..												
(1) Discussion...........................												
(2) Films................................												
(3) Field Trips..........................												
(4) Demonstrations.......................												
(5) Lecture..............................												
(6) Role playing.........................												
(7) Outside speakers.....................												
(8) Learning packages....................												
(9) Project activities...................												
11. During my high school years, I have learned about:												
Omit..												
(1) new (emerging) occupations...........												
(2) jobs which will soon be obsolete......												
(3) male dominated jobs which females can now enter........................												
(4) female dominated jobs which males can now enter........................												
(5) occupations which have many job opportunities........................												
(6) occupations which are overcrowded with workers and applicants...............												
(7) post-high school training opportunities related to my career goal............												
(8) job alternatives related to my career goal...........................												
(9) job salaries.........................												
12. Following high school, I plan to:												
Omit..												
(1) go to work...........................												
(2) go on to school......................												
(3) both go to work and on to school......												
(4) military.............................												
(5) other................................												

Table
Student Questionnaire - Academic
(Form D2)

Item Statement	Total		SPNS				Male		Female			
	N	%	N	%	N	%	N	%	N	%	N	%
13. What type of school are you planning to attend following high school graduation? Omit....												
(1) a vocational school one-year diploma program....................												
(2) a vocational school two-year associate degree program............												
(3) a four-year university program......												
(4) an apprenticeship program..........												
(5) an in-service or on-the-job training program..................												
(6) military..........................												
(7) other.............................												
(8) none. I do not plan to go on to school at this time................												
14. What occupation do you plan to pursue after high school? Omit....												
(1) Not sure of career choice at this time..........................												
(2) I am planning on entering the following career(s):...............												
15. Are you aware of the qualifications and training needed to enter this career or school? Omit....												
(1) Yes..............................												
(2) No...............................												
(3) I do not have a planned career/ school............................												
16. Do you feel that your present curriculum is preparing you for your planned career/school? Omit....												
(1) Yes..............................												
(2) No...............................												
(3) I do not have a planned career/ school............................												

Table 126
Student Questionnaire - Academic
(Form D2)

Item Statement	Total		SPNS				Male		Female			
	N	%	N	%	N	%	N	%	N	%	N	%
17. This is how I feel about the help I have received from my counselors. Omit..												
(1) Very UNsatisfied....................												
(2) UNsatisfied.........................												
(3) Satisfied...........................												
(4) Very Satisfied......................												
18. My counselor has helped me to select a vocational program... Omit..												
(1) Yes.................................												
(2) No..................................												

Sampling Plan

Table ___
Student Questionnaire - Academic
(Form D2)

Item Statement			9th		10th		11th		12th			
	N	%	N	%	N	%	N	%	N	%	N	%
Omit....												
3. Male....												
Female....												
4. The grade I am in is: Omit....												
(1) 9th....												
(2) 10th....												
(3) 11th....												
(4) 12th....												
5. What general type of courses are you taking in high school? Omit....												
(1) English....												
(2) Science....												
(3) Math....												
(4) History....												
(5) Art....												
(6) Music....												
(7) Drama....												
(8) Physical Education....												
(9) Other....												
6. I am a member of: Omit....												
(1) FFA....												
(2) FBLA....												
(3) FHA....												
(4) HERO....												
(5) DECA....												
(6) VICA....												
(7) FTA....												
(8) None....												
(9) Other....												
7. I have previously filled out a questionnaire or survey about my occupational interests. Omit....												
(1) Yes....												
(2) Don't know....												
(3) No....												
8. I am aware of vocational programs in my high school. Omit....												
(1) Yes....												
(2) Somewhat....												
(3) No....												

Table ___
Student Questionnaire - Academic
(Form D2) 128

Item Statement			9th		10th		11th		12th			
	N	%	N	%	N	%	N	%	N	%	N	%
9. This is how I feel about the education I am receiving at present.												
Omit..												
(1) I am very UNsatisfied..................												
(2) I am UNsatisfied......................												
(3) I am Satisfied........................												
(4) I am very Satisfied...................												
10. A variety of teaching methods have been used by my vocational instructors such as:												
Omit..												
(1) Discussion............................												
(2) Films.................................												
(3) Field Trips...........................												
(4) Demonstrations........................												
(5) Lecture...............................												
(6) Role playing..........................												
(7) Outside speakers......................												
(8) Learning packages.....................												
(9) Project activities....................												
11. During my high school years, I have learned about: Omit..												
(1) new (emerging) occupations.............												
(2) jobs which will soon be obsolete.......												
(3) male dominated jobs which females can now enter..............................												
(4) female dominated jobs which males can now enter..............................												
(5) occupations which have many job opportunities............................												
(6) occupations which are overcrowded with workers and applicants.................												
(7) post-high school training opportunities related to my career goal.............												
(8) job alternatives related to my career goal.............................												
(9) job salaries..........................												
12. Following high school, I plan to:												
Omit..												
(1) go to work............................												
(2) go on to school.......................												
(3) both go to work and on to school......												
(4) military..............................												
(5) other.................................												

Table
Student Questionnaire - Academic
(Form D2)

Item Statement			9th		10th		11th		12th			
	N	%	N	%	N	%	N	%	N	%	N	%
13. What type of school are you planning to attend following high school graduation? Omit....												
(1) a vocational school one-year diploma program....................												
(2) a vocational school two-year associate degree program............												
(3) a four-year university program......												
(4) an apprenticeship program...........												
(5) an in-service or on-the-job training program....................												
(6) military............................												
(7) other...............................												
(8) none. I do not plan to go on to school at this time................												
14. What occupation do you plan to pursue after high school? Omit....												
(1) Not sure of career choice at this time..........................												
(2) I am planning on entering the following career(s):...............												
15. Are you aware of the qualifications and training needed to enter this career or school? Omit....												
(1) Yes.................................												
(2) No..................................												
(3) I do not have a planned career/ school..............................												
16. Do you feel that your present curriculum is preparing you for your planned career/school? Omit....												
(1) Yes.................................												
(2) No..................................												
(3) I do not have a planned career/ school..............................												

Table 130
Student Questionnaire - Academic
(Form D2)

Item Statement			9th		10th		11th		12th			
	N	%	N	%	N	%	N	%	N	%	N	%
17. This is how I feel about the help I have received from my counselors. Omit..												
(1) Very UNsatisfied..................												
(2) UNsatisfied.......................												
(3) Satisfied.........................												
(4) Very Satisfied....................												
18. My counselor has helped me to select a vocational program... Omit..												
(1) Yes...............................												
(2) No................................												

Sampling Plan

Table ___
Student Questionnaire - Pool Project
(Form D3)

	Total			Special Needs		
tem Statement	N	Mean	SD	N	Mean	SD
3. I enjoy this class						
4. This course is related to the job I want to obtain after I leave high school						
5. This course fits my career (future) plans						
6. I have developed as much skill as other students in the class						
7. It was hard to work this class in with the rest of my high school schedule						
8. The level of work required is quite high						
9. I have learned a lot from this class						
10. The skills I have learned in this class will be useful to me after I leave high school						
11. If I had it to do over, I would enroll in this class again						
12. Other students in the class are willing to help me when I have a problem						
13. I would recommend this class to other high school students						
14. I have a hard time to keep up with what is taught in class						
15. The teacher is easy to understand						
16. My high school counselors assisted me in enrolling in this class						
17. I need more time to complete my assignments						
18. The instructor understands my questions						
19. I feel at home in this class						
20. I can understand the instructional materials used in class						
21. I had adequate math skills for this class						
22. I should have had a better knowledge of science before I enrolled in this class						
. The vocational courses I took in high school provided valuable background for this course						

Table 132
Student Questionnaire - Pool Project
(Form D3)

Item Statement	Total N	Total M	Total SD	Special Needs N	Special Needs M	Special Needs SD
24. This course has encouraged me to take more vocational courses after I complete high school.................						
25. My high school teachers encouraged me to enroll in this class......................................						

I am:		Male	Female
26	Total		
	Special Needs		
	TOTAL	X X	X X

Item Statement	Total N	Total %	Special Needs N	Special Needs %
27. What type of school are you planning to attend after high school graduation? Omit...				
(1) A vocational school one-year diploma program.........				
(2) A vocational school two-year associate degree program				
(3) A four-year uinversity program......................				
(4) An apprenticeship program...........................				
(5) An in-service or on-the-job training program.........				
(6) Military..				
(7) Other...				
(8) None. I do not plan to go on to school at this time..				

Rating Key:

5 = SA = Strongly Agree
4 = A = Agree
3 = U = Undecided
2 = D = Disagree
1 = SD = Strongly Disagree

Standard Deviation Key:

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.80 & above = Low Level of Agreement

Table ___
Student Questionnaire - Pool Project
(Form D3)

tem	Statement	Pool Class			Pool Slot-in		
		N	Mean	SD	N	Mean	SD
3.	I enjoy this class						
4.	This course is related to the job I want to obtain after I leave high school						
5.	This course fits my career (future) plans						
6.	I have developed as much skill as other students in the class						
7.	It was hard to work this class in with the rest of my high school schedule						
8.	The level of work required is quite high						
9.	I have learned a lot from this class						
10.	The skills I have learned in this class will be useful to me after I leave high school						
11.	If I had it to do over, I would enroll in this class again						
12.	Other students in the class are willing to help me when I have a problem						
13.	I would recommend this class to other high school students						
14.	I have a hard time to keep up with what is taught in class						
15.	The teacher is easy to understand						
16.	My high school counselors assisted me in enrolling in this class						
17.	I need more time to complete my assignments						
18.	The instructor understands my questions						
19.	I feel at home in this class						
20.	I can understand the instructional materials used in class						
21.	I had adequate math skills for this class						
22.	I should have had a better knowledge of science before I enrolled in this class						
	The vocational courses I took in high school provided valuable background for this course						

Table ____ 134
Student Questionnaire - Pool Project
(Form D3)

Item Statement	Pool Class N	Pool Class M	Pool Class SD	Pool Slot-in N	Pool Slot-in M	Pool Slot-in SD
24. This course has encouraged me to take more vocational courses after I complete high school..................						
25. My high school teachers encouraged me to enroll in this class..						

I am:		Male	Female
26	Pool Class		
	Pool Slot-in		
	TOTAL		

Item Statement	Pool Class N	Pool Class %	Pool Slot-in N	Pool Slot-in %
27. What type of school are you planning to attend after high school graduation?				
Omit...				
(1) A vocational school one-year diploma program.........				
(2) A vocational school two-year associate degree program				
(3) A four-year uinversity program....................				
(4) An apprenticeship program.........................				
(5) An in-service or on-the-job training program.........				
(6) Military..				
(7) Other...				
(8) None. I do not plan to go on to school at this time..				

Rating Key:

5 = SA = Strongly Agree
4 = A = Agree
3 = U = Undecided
2 = D = Disagree
1 = SD = Strongly Disagree

Standard Deviation Key:

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.80 & above = Low Level of Agreement

Table ____
Student Questionnaire - Pool Project
(Form D3)

	Male			Female		
Item Statement	N	Mean	SD	N	Mean	SD
3. I enjoy this class						
4. This course is related to the job I want to obtain after I leave high school						
5. This course fits my career (future) plans						
6. I have developed as much skill as other students in the class						
7. It was hard to work this class in with the rest of my high school schedule						
8. The level of work required is quite high						
9. I have learned a lot from this class						
10. The skills I have learned in this class will be useful to me after I leave high school						
11. If I had it to do over, I would enroll in this class again						
12. Other students in the class are willing to help me when I have a problem						
13. I would recommend this class to other high school students						
14. I have a hard time to keep up with what is taught in class						
15. The teacher is easy to understand						
16. My high school counselors assisted me in enrolling in this class						
17. I need more time to complete my assignments						
18. The instructor understands my questions						
19. I feel at home in this class						
20. I can understand the instructional materials used in class						
21. I had adequate math skills for this class						
22. I should have had a better knowledge of science before I enrolled in this class						
The vocational courses I took in high school provided valuable background for this course						

Table 136
Student Questionnaire - Pool Project
(Form D3)

Item Statement	Male N	Male M	Male SD	Female N	Female M	Female SD
24. This course has encouraged me to take more vocational courses after I complete high school..................						
25. My high school teachers encouraged me to enroll in this class..						

I am:		Male	Female
26	Male		XX
	Female	XX	
	TOTAL		

Item Statement	Male N	Male %	Female N	Female %
27. What type of school are you planning to attend after high school graduation?				
Omit...				
(1) A vocational school one-year diploma program.........				
(2) A vocational school two-year associate degree program				
(3) A four-year uinversity program....................				
(4) An apprenticeship program.........................				
(5) An in-service or on-the-job training program.........				
(6) Military..				
(7) Other...				
(8) None. I do not plan to go on to school at this time..				

Rating Key:

5 = SA = Strongly Agree
4 = A = Agree
3 = U = Undecided
2 = D = Disagree
1 = SD = Strongly Disagree

Standard Deviation Key:

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.80 & above = Low Level of Agreement

Table ____
Vocational Staff Questionnaire
(Form E1)

Staff response to the following item statements as they related to vocational program involvement

Item Statement	Total N	 %
1. My present primary position is: Omit...		
(1) Vocational Instructor...........		
(2) Counseling/Student Services............		
(3) Administration/ Coordination.........		
(4) Special Needs/ Vocational Instructor		
(5) Other...............		
2. Are you aware of a written philosophy of vocational education for your district? Omit...		
(1) Yes..................		
(2) No..................		
3. Do you feel that vocational goals and objectives are achievable in light of available philosophy? Omit...		
(1) Yes.................		
(2) No.................		
4. In the programs you teach, administer, or provide guidance, are needs assessed for the following? Omit...		
(1) Student's occupational skills..		
(2) Student's needs, interests, and abilities...........		
(3) Facilities..........		
(4) Equipment...........		
(5) Local district.......		
(6) VTAE system..........		
(7) Surrounding area.....		

Item Statement	Total N	 %
5. Is advisory committee input solicited and utilized? Omit...		
(1) Yes.................		
(2) Not sure..............		
(3) No..................		
6. Is staff input solicited and utilized? Omit...		
(1) Yes..................		
(2) Not sure..............		
(3) No..................		
7. Community resources are: (check all that apply) Omit...		
(1) Available.............		
(2) Appropriate to vocational program.....		
(3) Used..................		
8. With respect to vocational equity, the following exist: (check all that apply) Omit...		
(1) A vocational equity plan for the district..		
(2) Information and/or in-servicing on civil rights and equal opportunity legislation.....		
(3) Male/female/minority/ special needs representation on advisory committees....		

Table ___ 138
Vocational Staff Questionnaire
(Form E1)

Item Statement	Total N	Total %
9. With respect to vocational programs, the following exists: (check all that apply) Omit..		
(1) Program reflects stated philosophy, goals, and objectives..		
(2) Programs are articulated vertically and horizontally..........		
(3) Courses use comprehensive, sequential curriculum guides......		
(4) The long-range plan is used in program implementation.........		
(5) The program is adequately staffed.....		
(6) Needs of special needs students are considered in program planning and implementation.....		
(7) Appropriate administrative structure is used..................		
(8) The interests and needs of males and females, and racial minorities are met...............		
(9) Students receive factual and objective information from counselors about vocational programs....		
10. Teachers are: (check all that apply) Omit..		
(1) given adequate preparation time.......		
([illegible]) kept updated on practices and content......		
(3) provided adequate in-service............		
(4) given access to appropriate and adequate in-school facilities...		

Item Statement	Total N	Total %
11. Placement services are available to assist students to obtain additional education, training, or employment. Omit..		
(1) Yes.....................		
(2) No......................		
12. Administration policies and procedures require non-discrimination and equal access to all vocational education programs. Omit..		
(1) Yes.....................		
(2) Sometimes...............		
(3) No......................		
13. I feel progress has been made on implementing recommendations from the previous evaluation. Omit..		
(1) Yes.....................		
(2) Some....................		
(3) No......................		
14. Are followup studies used to provide feedback for program improvement? Omit..		
(1) Yes.....................		
(2) Not sure................		
(3) No......................		
15. Are there adequate resources available to implement the evaluation plan? Omit..		
(1) Yes.....................		
(2) Not sure................		
(3) No......................		

Table ___
Vocational Staff Questionnaire
(Form E1)

Item Statement	Total N	Total %
16. Does the evaluation have broad-based involvement? Omit..		
(1) Yes....................		
(2) Not sure...............		
(3) No.....................		
17. Where male/female enrollment is disproportionate, are steps taken in any of the following areas to prevent bias or discrimination? Omit..		
(1) Counseling practices/ procedures............		
(2) Counseling materials...		
(3) Instructional materials		
(4) Staff in-service.......		
(5) Curriculum revision/ updating...............		
(6) Class scheduling.......		
(7) Affirmative Action - employment............		
(8) Affirmative Action - students...............		
(9) Vocational Equity Plan.		
18. In providing services for special needs students (disadvantaged and handicapped), the following exist: Omit..		
(1) In-service sessions are provided for disadvantaged and handicapped..		
(2) Vocational education teachers participate in multi-disciplinary staffings for handicapped.................		
(3) Vocational education teachers participate in the development of the Individualized Education Plan (IEP) for the handicapped....		
(4) Classrooms and laboratories are adapted for the handicapped........		
(5) Materials, equipment, and curriculums are modified to meet individual handicapped learner needs.........		

Item Statement	Total N	Total %
19. With respect to Pool Projects, the following exist: (Pool - where students attend classes conducted by a VTAE district or other local school district.) (check all that apply) Omit...		
(1) Program reflects stated philosophy, goals, and objectives...............		
(2) Programs are articulated vertically and horizontally............		
(3) Courses use comprehensive sequential curriculum guides..................		
(4) The long-range plan is used in program implementation..........		
(5) The program is adequately staffed.................		
(6) Needs of special needs students are considered in program planning and implementation..........		
(7) Appropriate administrative structure is used		
(8) The interests and needs of males and females, and racial minorities are met		
(9) Students receive factual and objective information from counselors about vocational programs......		

Were all vocational staff surveyed?
___Yes ___No

If no, indicate sampling plan here:
____
____
____
____

Table ____ 140
Staff Questionnaire - Pool Project
(Form E2)

Staff response to the following item statements as they related to Pool Project involvement.

Item Statement	Total	
	N	%
1. My present primary position is: Omit..		
(1) Instruction: math/science..........		
(2) Instruction: communication/English.		
(3) Instruction: vocational............		
(4) Counseling/ Student Services......		
(5) Administration/ Coordination..........		
(6) Other.................		
2. I am employed by: Omit..		
(1) Secondary school......		
(2) VTAE district.........		
3. Is input from local high school staff solicited and utilized in planning Pool courses? Omit..		
(1) Yes..................		
(2) Not sure.............		
(3) No..................		
4. Are VTAE placement services available to assist Pool project students to obtain additional education, training, or employment? Omit..		
(1) Yes..................		
(2) No..................		
(3) Not applicable........		

Item Statement	Total	
	N	%
5. Are steps taken in any of the following areas to prevent bias or discrimination in the enrollment process for Pool vocational programs? Omit..		
(1) Counseling practices/ procedures............		
(2) Counseling materials..		
(3) Instructional materials.............		
(4) Staff in-service......		
(5) Curriculum revision/ updating.............		
(6) Affirmative action - employment............		
(7) Affirmative action - students..............		
(8) Vocational Equity Plan		
6. What is the course(s) that you are teaching/ supervising?.............	X	X
7. Are you teaching or working with a Pool course or Project? Omit..		
(1) Yes, complete the rest of the questionnaire...		
(2) No, stop here and turn in your survey.........		
8. Have you had Pool students drop the class? Omit..		
(1) Yes..................		
(2) No..................		
9. Have you had to adjust your teaching to accommodate these students? Omit..		
(1) Yes..................		
(2) No..................		
(3) Not applicable.........		

Table ___
Staff Questionnaire - Pool Project
(Form E2)

Item Statement	Total	
	N	%
10. Did the students understand the nature of the course and how it fit their career plan? Omit..		
(1) Yes................		
(2) Not sure...........		
(3) No.................		
(4) Not applicable.....		
11. When students in a Pool project were "slot-ins" were they able to become part of the total class? Omit..		
(1) Yes................		
(2) Not sure...........		
(3) No.................		
(4) Not applicable.....		
12. Did the students have adequate study habits? Omit..		
(1) Yes................		
(2) Not sure...........		
(3) No.................		
(4) Not applicable.....		
13. Did the students have appropriate prerequisites? Omit..		
(1) Yes................		
(2) Not sure...........		
(3) No.................		
(4) Not applicable.....		
14. Please list any problems which were difficult to overcome in teaching/supervising a Pool course.	X X X	
15. Please list some particular benefits from having been involved in a Pool project.	X X X	

Strengths/Weaknesses	N	Mean	SD
16. Putting goals and objectives to use in the classroom.......	___	___	___
17. Appropriate and adequate facilities..	___	___	___
18. Up-to-date and adequate facilities..	___	___	___
19. Adequate and available resource centers.............	___	___	___
20. Utilizing a variety of effective teaching techniques..........	___	___	___
21. Identifying job alternatives for students............	___	___	___
22. Utilizing cooperative education programs...	___	___	___
23. Sharing information with other school districts through an effective communication system.......	___	___	___
24. Providing students access to vocational education.	___	___	___

Standard Deviation Key:

0 to .61 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Rating Key:

5 = Very Strong
4 = Strong
3 = Acceptable
2 = Weak
1 = Very Weak

Table ____ 142
Staff Questionnaire - Pool Project
(Form E2)

Factor/Objective/Component	N	Mean	SD
25. The local high school guidance department and counselors were supportive of the Pool project.........	___	___	___
26. The local high school classroom teachers had a close working relationship with Pool staff...........	___	___	___
27. Local VTAE administrators were supportive of the Pool project.........	___	___	___
28. Local high school administrators were supportive of the Pool project.........	___	___	___
29. Sufficient funds were available to adequately cover course expenses......	___	___	___
30. Strong LVEC leadership was given.	___	___	___

Factor/Objective/Component	N	Mean	SD
31. Appropriate referral of students to the course was stressed...	___	___	___
32. Feedback was provided to our school staff following course completion............	___	___	___
33. Communication channels were developed/enhanced as a result of Pool project involvement...........	___	___	___
34. Students had a positive attitude toward program........	___	___	___
35. Students developed positive relationships and identity with Pool project staff....	___	___	___

Rating Key:

5 = This factor was a major concern.
4 = This factor received considerable emphasis.
3 = This factor received some emphasis.
2 = This factor received very little emphasis.
1 = There was no support/involvement for this factor.
NA = Not applicable.

Table ____
Advisory Committee Questionnaire
(Form F1)

Rating Key:
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Item Statement	N	Mean	SD
1. I feel the advice given by my advisory committee has been solicited and utilized by the people in the vocational program........................	___	___	___
2. My advisory committee meetings were scheduled for an adequate number of times to accomplish our purpose..	___	___	___
3. My advisory committee has been involved in evaluating the adequacy of in-school facilities and equipment.....................................	___	___	___
4. I believe that the philosophy and objectives of the program for which I advise are carried through in the program............................	___	___	___
5. Our advisory committee has goals for its work.....	___	___	___
6. Community needs are solicited and our committee was involved....................................	___	___	___
7. I feel my advisory committee is or has been involved in identifying specific occupational skills through task analysis or competency assessment.......................................	___	___	___
8. We help identify new skills and technologies......	___	___	___
9. I feel the district has adequately utilized the pool funding for joint secondary school/VTAE Pool Projects...	___	___	___
10. I feel advisory committee members provided input in the development of secondary school/VTAE Pool projects in the district..........................	___	___	___
11. I feel the members of my advisory committee represent employers and employees, male, female, minorities, and special needs persons.............	___	___	___
12. As far as I know, evaluation techniques are used in the overall discipline......................	___	___	___
13. As far as I know, evaluation techniques are used in the program which I advise.....................	___	___	___
14. The evaluation plan is functional................	___	___	___
15. Utilization of prior evaluation findings has occurred...	___	___	___

Table _____
Advisory Committee Questionnaire (Form F1)

Item Statement	N	Mean	SD
16. I feel the community resources are effectively identified and used............................	___	___	___
17. I feel the vocational program is preparing students for entry into nontraditional occupations....................................	___	___	___
18. In-school facilities are appropriate and adequate.......................................	___	___	___
19. Teaching methods include cooperative, project, and/or simulation method.........................	___	___	___

Item Statement	N	%
20. Would you help us to identify the most appropriate time to hold an advisory meeting: (check one) Omit...	___	___
(1) Breakfast............	___	___
(2) Lunch................	___	___
(3) Dinner...............	___	___
(4) Evening..............	___	___
(5) Other................	___	___
21. I am a representative of: (check one) Omit...	___	___
(1) Employer.............	___	___
(2) Employee.............	___	___
(3) Self-employer........	___	___
(4) Other................	___	___
22. Check the appropriate vocational program which identifies the advisory committee on which you serve: (all that apply). Omit...	___	___
(1) Agriculture..........	___	___
(2) Business Education...	___	___
(3) Health Occupations...	___	___
(4) Home Economics.......	___	___
(5) Technology Education.	___	___
(6) Marketing Education..	___	___
(7) Special Needs........	___	___
(8) Other................	___	___

Were all advisory committee members surveyed?
_____Yes ____No

If no, indicate sampling plan here:
____
____
____
____

Standard Deviation Key:

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table ___
Parent Questionnaire
(Form G1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit......																
5. Male..............................																
Female...........................																
6. I feel that help given my child in making a career choice was:																
Omit......																
(1) Not at all satisfactory......																
(2) In need of some improvement..																
(3) Satisfactory.................																
(4) Very satisfactory...........																
7. I feel the education and preparation my child received for this career choice was:																
Omit......																
(1) Not at all satisfactory......																
(2) In need of some improvement..																
(3) Satisfactory.................																
(4) Very satisfactory...........																
8. I feel I had adequate input into the development of educational and/or vocational goals for my child.																
Omit.....																
(1) Yes.......................																
(2) Not sure..................																
(3) No........................																

Table ____
Parent Questionnaire
(Form G1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9. When did your child make a decision about his/her future career? Omit......																
(1) In elementary school.......																
(2) In Grades 7-9..............																
(3) In Grades 10-11............																
(4) In Grade 12................																
(5) After high school graduation.................																
(6) Undecided..................																
10. Was your child able to enter vocational education courses related to his/her career choice? Omit......																
(1) Yes........................																
(2) Not sure...................																
(3) No.........................																
11. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school curricula? Omit......																
(1) Yes........................																
(2) Not sure...................																
(3) No.........................																

Table ___
Parent Questionnaire
(Form G1)

	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
Item Statement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12. Do you feel career seeking skills such as job applications, interviewing, etc., are adequate? Omit......																
(1) Yes........................																
(2) Not sure..................																
(3) No.........................																
13. As far as you know, are appropriate teaching materials available and used? Omit......																
(1) Yes........................																
(2) Not sure..................																
(3) No.........................																
14. Do you know if teaching materials are free from bias and role stereotyping? Omit......																
(1) Yes........................																
(2) Not sure..................																
(3) No.........................																

Table ___
Parent Questionnaire
(Form G1)

Item Statement	Sequence		IPC		General Education		Special Needs		Pool Class		Pool Slot-in		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
15. Do you feel your child is being prepared for emerging (new) occupations?																
Omit.......																
(1) Yes..........................																
(2) Not sure....................																
(3) No..........................																
16. Are students being prepared for nontraditional (males for traditional female and vice versa) occupations?																
Omit.......																
(1) Yes........................																
(2) Not sure..................																
(3) No........................																

Table ____
Parent Questionnaire
(Form G1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Omit......																
5. Male..........................																
Female........................																
6. I feel that help given my child in making a career choice was:																
Omit......																
(1) Not at all satisfactory......																
(2) In need of some improvement..																
(3) Satisfactory................																
(4) Very satisfactory...........																
7. I feel the education and preparation my child received for this career choice was:																
Omit......																
(1) Not at all satisfactory......																
(2) In need of some improvement..																
(3) Satisfactory................																
(4) Very satisfactory...........																
8. I feel I had adequate input into the development of educational and/or vocational goals for my child.																
Omit.....																
(1) Yes.......................																
(2) Not sure..................																
(3) No.......................																

Table ____
Parent Questionnaire
(Form G1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9. When did your child make a decision about his/her future career? Omit......																
(1) In elementary school.......																
(2) In Grades 7-9.............																
(3) In Grades 10-11...........																
(4) In Grade 12...............																
(5) After high school graduation.................																
(6) Undecided.................																
10. Was your child able to enter vocational education courses related to his/her career choice? Omit......																
(1) Yes.......................																
(2) Not sure..................																
(3) No........................																
11. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school curricula? Omit......																
(1) Yes.......................																
(2) Not sure..................																
(3) No........................																

Table ___
Parent Questionnaire
(Form G1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12. Do you feel career seeking skills such as job applications, interviewing, etc., are adequate?																
Omit......																
(1) Yes........................																
(2) Not sure..................																
(3) No........................																
13. As far as you know, are appropriate teaching materials available and used?																
Omit......																
(1) Yes........................																
(2) Not sure..................																
(3) No........................																
14. Do you know if teaching materials are free from bias and role stereotyping?																
Omit......																
(1) Yes........................																
(2) Not sure..................																
(3) No........................																

Table ____
Parent Questionnaire
(Form G1)

	TOTAL NUMBER	TOTAL PERCENT	Agriculture		Business Education		Health Occupations		Home Economics		Technology Education		Marketing Education			
Item Statement	N=	100%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
15. Do you feel your child is being prepared for emerging (new) occupations?																
Omit.......																
(1) Yes........................																
(2) Not sure...................																
(3) No.........................																
16. Are students being prepared for nontraditional (males for traditional female and vice versa) occupations?																
Omit.......																
(1) Yes........................																
(2) Not sure...................																
(3) No.........................																

Table ___
Articulation Questionnaire
(Form H1)

Articulation

taff response to the following item statements as they related to vocational program involvement.

Item Statement	Total		Secondary		VTAE		2-year UW campus		4-year University	
	N	%	N	%	N	%	N	%	N	%
1. My present position is in: (check one) Omit.....										
(1) Secondary school..................										
(2) VTAE School.......................										
(3) 2-year UW campus..................										
(4) 4-year university.................										
2. Do you serve on a vocational advisory committee in: Omit.....										
(1) a secondary program...............										
(2) a VTAE program....................										
(3) a 4-year university program.......										
(4) none of the above.................										
3. Is there a systematic articulation plan in your school which identifies methods of coordination between secondary and post-secondary institutions? Omit.....										
(1) Yes...............................										
(2) Not sure..........................										
(3) No................................										
4. Is there a systematic articulation plan in your school which identifies methods of coordination between vocational programs in your school? Omit.....										
(1) Yes...............................										
(2) Not sure..........................										
(3) No................................										
5. Is there a systematic articulation plan in your school which identifies methods of coordination between neighboring secondary schools? Omit.....										
(1) Yes...............................										
(2) Not sure..........................										
(3) No................................										

Table ___
Articulation Questionnaire
(Form H1) 154

Item Statement	Total		Secondary		VTAE		2-year UW campus		4-year University	
	N	%	N	%	N	%	N	%	N	%
6. Are joint articulation meetings currently taking place with: (check all that apply) Omit......										
(1) secondary school..................										
(2) VTAE school.......................										
(3) 4-year university.................										
(4) none..............................										
7. Are instructional provisions made for advanced placement of vocational students in/from another institution? Omit......										
(1) Yes...............................										
(2) Not sure..........................										
(3) No................................										
8. Is data gathered on the post-high school performance (GPA) of vocational graduates? Omit......										
(1) Yes...............................										
(2) Not sure..........................										
(3) No................................										
9. Is data gathered on the percentage of high school graduates attending school in a related post-secondary field? Omit......										
(1) Yes...............................										
(2) Not sure..........................										
(3) No................................										
10. Do secondary graduates have the skills and knowledge needed to enter post-secondary training? Omit......										
(1) Yes...............................										
(2) Not sure..........................										
(3) No................................										
11. Do you have a Pool project which is now in operation? Omit......										
(1) Yes...............................										
(2) Not sure..........................										
(3) No................................										

Table ___
Articulation Questionnaire
(Form H1)

Item Statement	Total		Sec		VTAE		2-year UW campus		4-year Univ.	
	N	%	N	%	N	%	N	%	N	%
12. Is there joint planning for the delivery of Pool programs with VTAE/ local school district involvement?										
Omit.....										
(1) Yes..............................										
(2) Not sure.........................										
(3) No...............................										

Item Statement	Secondary			VTAE			2-year UW campus			4-year University		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
13. Curriculum development................	___	___	___	___	___	___	___	___	___	___	___	___
14. Identification of community resources..	___	___	___	___	___	___	___	___	___	___	___	___
15. Advanced placement....................	___	___	___	___	___	___	___	___	___	___	___	___
16. Co-op programs........................	___	___	___	___	___	___	___	___	___	___	___	___
17. Shared facilities.....................	___	___	___	___	___	___	___	___	___	___	___	___
18. Shared staff..........................	___	___	___	___	___	___	___	___	___	___	___	___
19. Placement services....................	___	___	___	___	___	___	___	___	___	___	___	___
20. Employer followup.....................	___	___	___	___	___	___	___	___	___	___	___	___
21. Graduate followup.....................	___	___	___	___	___	___	___	___	___	___	___	___
22. Use of business/industry resources.....	___	___	___	___	___	___	___	___	___	___	___	___

Were all vocational staff surveyed?
___ Yes ___No

If no, indicate sampling plan here:
____
____
____
____

Standard Deviation Key:

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Rating Key:
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

APPENDIX B

Summary Tables

(Samples Only)

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Table _____

NUMBER AND PERCENT OF QUESTIONNAIRES RETURNED BY GRADUATES

Graduates	Instrument	Total Graduates	Original Mailings	Total Returned Non-Deliverable	Total Returned and Used		Total Returned Late Unusable		Total Returned Completed		Percentage Returned **	
		N	N	N	N	%	N	%	N *	%	N	%
One-Year	B1											
Sequence												
IPC												
General Ed.												
Five-Year	B2											
Sequence												
IPC												
General Ed.												
Ten-Year	B3											
Sequence												
IPC												
General Ed.												
Non-Completer	B4											
Total												

*Figure includes those completed returns that were received too late to process.

**Percentage is calculated on the number of questionnaires mailed minus those returned non-deliverable.

NOTE: Tabulate based on records of mailings.

Table _____

NUMBER AND PERCENT OF QUESTIONNAIRES RETURNED BY EMPLOYERS

Graduates	Instrument	Total Graduates	Original Mailings	Total Returned Non-Deliverable	Total Returned and Used		Total Returned Late Unusable		Total Returned Completed		Percentage Returned **	
		N	N	N	N	%	N	%	N *	%	N	%
One-Year	B1											
Sequence												
IPC												
General Ed.												
Five-Year	B2											
Sequence												
IPC												
General Ed.												
Ten-Year	B3											
Sequence												
IPC												
General Ed.												
Non-Completer	B4											
Total												

*Figure includes those completed returns that were received too late to process.

**Percentage is calculated on the number of questionnaires mailed minus those returned non-deliverable.

NOTE: Tabulate based on records of mailings.

Table _____

EMPLOYMENT STATUS OF ONE-YEAR GRADUATES

One-Year Graduate		Full and Part-Time Employed		Student Full-Time		Unemployed Looking for Work		Unemployed Not Looking for Work	
	N	N	%	N	%	N	%	N	%
Sequence									
IPC									
General Education									
Special Needs									
Pool									
Male									
Female									
Agriculture									
Business Education									
Health Occupations									
Home Economics									
Technology Education									
Marketing Education									
Total									

NOTE: B1-6
Duplicated Numbers

Table ____

EMPLOYMENT STATUS OF FIVE-YEAR GRADUATES

Five-Year Graduate	N	Full and Part-Time Employed N	Full and Part-Time Employed %	Student Full-Time N	Student Full-Time %	Unemployed Looking for Work N	Unemployed Looking for Work %	Unemployed Not Looking for Work N	Unemployed Not Looking for Work %
Sequence									
IPC									
General Education									
Special Needs									
Pool									
Male									
Female									
Agriculture									
Business Education									
Health Occupations									
Home Economics									
Technology Education									
Marketing Education									
Total									

NOTE: 82-6
Duplicated Numbers

Table _____

EMPLOYMENT STATUS OF TEN-YEAR GRADUATES

Ten-Year Graduate		Full and Part-Time Employed		Student Full-Time		Unemployed Looking for Work		Unemployed Not Looking for Work	
	N	N	%	N	%	N	%	N	%
Sequence									
IPC									
General Education									
Special Needs									
Pool									
Male									
Female									
Agriculture									
Business Education									
Health Occupations									
Home Economics									
Technology Education									
Marketing Education									
Total									

NOTE: B3-6
Duplicated Numbers

Table _____

EMPLOYMENT STATUS OF NON-COMPLETERS

Non-Completer		Full and Part-Time Employed		Student Full-Time		Unemployed Looking for Work		Unemployed Not Looking for Work	
	N	N	%	N	%	N	%	N	%
Sequence									
IPC									
General Education									
Special Needs									
Pool									
Male									
Female									
Agriculture									
Business Education									
Health Occupations									
Home Economics									
Technology Education									
Marketing Education									
Total									

NOTE: B4-11
Duplicated Numbers

Table ____

EDUCATIONAL STATUS OF ONE-YEAR GRADUATES

Graduates	N	Educational Status									
		VTAE		Four-Year University		No Further Training		Related Educational Program		Non-Related Educational Program	
		N	%	N	%	N	%	N	%	N	%
Sequence											
IPC											
General Education											
Special Needs											
Pool											
Male											
Female											
Agriculture											
Business Education											
Health Occupations											
Home Economics											
Technology Education											
Marketing Education											

NOTE: B1-29
Duplicated Numbers

Table _____

EDUCATIONAL STATUS OF FIVE-YEAR GRADUATES

Graduates	N	Educational Status											
		VTAE		Baccalaureate Degree		Graduate Work		No Further Training		Related Educational Program		Non-related Educational Program	
		N	%	N	%	N	%	N	%	N	%	N	%
Sequence													
IPC													
General Education													
Special Needs													
Male													
Female													
Agriculture													
Business Education													
Health Occupations													
Home Economics													
Technology Education													
Marketing Education													

NOTE: B2-14
Duplicated Numbers

Table _____

EDUCATIONAL STATUS OF TEN-YEAR GRADUATES

Graduates	Educational Status												
	N	Baccalaureate Degree		Master's Degree		Doctorate Degree		No Further Training		Related Educational Program		Non-Related Educational Program	
		N	%	N	%	N	%	N	%	N	%	N	%
Sequence													
IPC													
General Education													
Special Needs													
Male													
Female													
Agriculture													
Business Education													
Health Occupations													
Home Economics													
Technology Education													
Marketing Education													

NOTE: B3-15
Duplicated Numbers

Table ____

EDUCATIONAL STATUS OF NON-COMPLETERS

Graduates	N	Educational Status															
		Another High School		VTAE		GED Program		Evening Adult Ed.		No Further Training		University		Related Educational Program		Non-related Educational Program	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sequence																	
IPC																	
General Education																	
Special Needs																	
Male																	
Female																	
Agriculture																	
Business Education																	
Health Occupations																	
Home Economics																	
Technology Education																	
Marketing Education																	

NOTE: B4-18
Duplicated Number

Table ____

RELATEDNESS OF PRESENT JOBS TO VOCATIONAL TRAINING

Job Title Coded as:	One-Year Graduates					
	N = Sequence %	N = IPC %	N = SPNS %	N = Pool %	N = Male %	N = Female %
• related to high school vocational program						
• not related to high school vocational program						

Job Title Coded as:	Five-Year Graduates					
	N = Sequence %	N = IPC %	N = SPNS %	N = Pool %	N = Male %	N = Female %
• related to high school vocational program						
• not related to high school vocational program						

Job Title Coded as:	Ten-Year Graduates					
	N = Sequence %	N = IPC %	N = SPNS %	N = Pool %	N = Male %	N = Female %
• related to high school vocational program						
• not related to high school vocational program						

NOTE: B1-12, B2-12, B3-13
Subtract omits and recalculate related percentages. This will give you relatedness of employed vocational graduates.

Table _____

AVERAGE HOURLY WAGE EARNED BY VOCATIONAL GRADUATES

"What is your present hourly wage before deductions?"	N = One-Year Graduates	N = Five-Year Graduates	N = Ten-Year Graduates	N = Non-Completers
Sequence				
IPC				
General Education				
Special Needs				
Pool				
Male				
Female				
Agriculture				
Business Education				
Health Occupations				
Home Economics				
Technology Education				
Marketing Education				

NOTE: B1-10, B2-10, B3-11, B4-16
Use no-omit mean for average hourly wage.

Table _____

GRADUATES' EXPRESSION OF SATISFACTION WITH THEIR VOCATIONAL TRAINING

"How do you feel about the vocational training you received at your high school?"	One-Year Graduates					
	N = Sequence %	N = IPC %	N = Special Needs %	N = Pool %	N = Male %	N = Female %
I was very satisfied. . .						
I was satisfied						
I was unsatisfied						
I was very unsatisfied. .						

	Five-Year Graduates					
	N = Sequence %	N = IPC %	N = Special Needs %	N = Pool %	N = Male %	N = Female %
I was very satisfied. . .						
I was satisfied						
I was unsatisfied						
I was very unsatisfied. .						

	Ten-Year Graduates					
	N = Sequence %	N = IPC %	N = Special Needs %	N = Pool %	N = Male %	N = Female %
I was very satisfied. . .						
I was satisfied						
I was unsatisfied						
I was very unsatisfied. .						

Omits are not included

Table _____

EMPLOYER PREFERENCE FOR HIRING VOCATIONAL TRAINED GRADUATES

Degree of Preference	Employers of Graduates							
	One-Year C1		Five-Year C2		Ten-Year C3		Non-Completer C1	
	N	%	N	%	N	%	N	%
No preference								
Some preference								
A good deal of preference								

NOTE: C1-12, C2-10, C3-1

Table _____

EMPLOYERS RATINGS OF VOCATIONAL GRADUATES

Rating Descriptor	Employers of Graduates							
	One-Year C1		Five-Year C2		Ten-Year C3		Non-Completer C1	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Technical knowledge								
Work attitude								
Work quality								
Work quantity								

NOTE: C1, C2, C3: 6, 7, 8, 9

Rating Scale	KEY	= Well Prepared		Adequately Prepared		Not at all Prepared
		5	4	3	2	1

Standard Deviation KEY
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table _____

EMPLOYERS' RATINGS OF PREPARATION LEVEL FOR PRESENT JOB
ONE-YEAR AND FIVE-YEAR GRADUATES

Selected Aspects of Employment	N	Employers of Graduates							
		One-Year (C1)				Five-Year (C2)			
		Sequence		IPC		Sequence		IPC	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Reading									
Spelling									
Arithmetic									
Writing									
Speaking									
Listening									
Use of tools and equipment									
Selection and care of space, materials, and supplies									
Ability to work with co-workers									
Accepting advice and supervision									
Working in a leadership role if applicable									
Understanding the value and importance of work									
Prompt and dependable in attendance									
Willing to accept and perform tasks									
Ability to plan and direct own work									
Ability to make sound decisions									
Shows consideration and kindness toward others									
Neat, clean, and appropriate appearance									

Rating Scale KEY	Well Prepared		Adequately Prepared		Not at all Prepared
=	5	4	3	2	1

Standard Deviation KE
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

NOTE: C1-15 to 32
C2-11 to 28

Table _____

CONTRIBUTIONS MADE BY EMPLOYERS TO SECONDARY VOCATIONAL PROGRAMS

In which of the following ways does your business work with secondary schools to support vocational education? (check all that apply)	Employers of Graduates			
	One-Year C1		Five-Year C2	
	N	%	N	%
Suggesting new vocational courses. . .				
Recommending equipment and materials to be used				
Providing equipment and materials. . .				
Providing facilities				
Providing vocational students with work experiences				
Serving on advisory committees				
Providing teachers with work experiences.				
Releasing employees to teach vocational courses				
Funding/donations.				

NOTE: C1-33
C2-29

Table _____

STUDENTS' RESPONSE TO PREVIOUSLY FILLING OUT A CAREER INTEREST SURVEY

I have previously filled out a questionnaire or survey about my occupational interests.	Vocational Student Response				Academic Student Response			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Yes								
Don't Know								
No								

NOTE: D1-8, D2-7

Table _____

STUDENTS' RESPONSE TO THE HELP THEY RECEIVED FROM THEIR COUNSELOR

This is how I feel about the help I have received from my counselors.	Vocational Student Response				Academic Student Response			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Very UNsatisfied								
UNsatisfied								
Satisfied								
Very Satisfied								

NOTE: D1-18, D2-17

Table ____

STUDENTS' RESPONSE TO HELP RECEIVED FROM COUNSELOR IN SELECTING A VOCATIONAL PROGRAM

My counselor has helped me to select a vocational program.	Vocational Student Response				Academic Student Response			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Yes								
No								

NOTE: D1-19, D2-18

Table ____

VOCATIONAL STUDENTS' RESPONSE TO THE DEGREE OF SATISFACTION WITH THEIR PRESENT VOCATIONAL TRAINING

This is how I feel about the vocational training I am receiving at present.	Student Response by Vocational Program											
	Agriculture		Business Education		Health		Home Economics		Technology Education		Marketing Education	
	N	%	N	%	N	%	N	%	N	%	N	%
I am very UNsatisfied												
I am very UNsatisfied												
I am Satisfied												
I am very Satisfied												

NOTE: D1-10

Table _____

STUDENTS' IMMEDIATE POST-HIGH SCHOOL PLANS

Following high school, I plan to:	Vocational Student Response				Academic Student Response			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Go to work								
Go on to school								
Both work and go to school								
Military								
Other								

NOTE: D1-13, D2-12

Table _____

VOCATIONAL STUDENTS' IMMEDIATE POST-HIGH SCHOOL PLANS

Following high school, I plan to:	Student Response by Vocational Program											
	Agriculture		Business Education		Health		Home Economics		Technology Education		Marketing Education	
	N	%	N	%	N	%	N	%	N	%	N	%
Go to work												
Go on to school												
Both work and go to school												
Military												
Other												

NOTE: D1-13

APPENDIX C

CORRESPONDENCE ACTIVITIES TO FILL ON-SITE TEAM

ACTIVITY	INITIATED BY			COMMENTS
	CVTAE	Host School	Team Member	
1. Return completed matrix to CVTAE		X		Matrix should be completed by October 1.
2. Order team guidelines from CVTAE		X		
3. Send Roster of Potential Team Members to host school.	X			
4. Send letter of invitation to potential team members. NOTE: A phone call to team members's LVEC is often effective in encouraging a positive response.		X		Set deadline of response within 10 days (See pgs. 178 and 179 in Self-Evaluation Manual). If time becomes short, make initial contact by phone; followup with letter of invitation.
5. Request additional names as needed from CVTAE		X		
6. Send response to host school.			X	If no response in 10 days, LVEC contacts team member by phone.
7. If response is "no", go back to activity #4		X		
8. If response is "yes", send thank you letter and packet (see Correspondence Check List)		X		
9. Send Self-Evaluation Report, rating scales, and Team Visitation Manual		X		IMPORTANT: Team Member should receive Self-Evaluation Report 10 days before the On-Site Visitation.
10. Send final confirmed team member names to CVTAE		X		
11. Type On-Site Team Roster and send to host school and team leader.	X			
12. Contact Team Leader for pre-evaluation planning		X		One month before the On-Site.

NOTE: Be sure to send all on-site mailings to the CVTAE Coordinator and DPI Supervisor assigned to your visitation.

APPENDIX C (continued)

CORRESPONDENCE CHECK-LIST

Send to All Team Members

_____ Sample thank you letters (SE*: 180-181)

**_____ Information for Visiting Team (SE: 183)

**_____ Personal Data Sheet (SE: 184). Enclose postpaid envelope for team member's use in returning the form.

**_____ Finalized Roster of Team Members. Send confirmed names to CVTAE. A final roster will be sent to you and to team leader.

**_____ Finalized Overall Visitation Schedule (SE: 186). Personalize the sample schedule by filling in lodging sites. Room numbers, lunch and dinner sites. Adjust the beginning Day One meeting to suit your school schedule; keep other meeting times as shown.

> NOTE: Individual interview schedules will be given to team members at the Orientation Session on the evening prior to Day One. (SE: 190)
>
> **Send a complete set of individual interview schedules to Team Leader, CVTAE and DPI consultants 10 days before prior to the visit.
>
> Personal Interview Sheet (SE: 189) will also be given to team members at the Orientation Session.

**_____ Map showing school(s), parking arrangements and motel site.

_____ Team Guidelines. Order copies from CVTAE (715-232-3195 or 3196).

**_____ Self Evaluation Report. Mail to Team Members two weeks prior to team visit. A cover letter pointing out the purpose of each chapter and any other significant points is appropriate and helpful. Be sure to send a Self-Evaluation Report to CVTAE for permanent filing and also to your DPI team consultant.

_____ Rating Scale

_____ Rating Scale Directions/Flow Chart

*SE = Self-Evaluation Manual

** = Send these items to CVTAE and DPI Consultants.

APPENDIX C (continued)

SAMPLE LETTERS

School's Correspondence to Team Members (Letter #1)

(Letterhead)

DATE:

TO:

FROM: ______________________, LVEC
(School)

RE: Potential Vocational Program Evaluation Team Member

We are happy to invite you to serve as an on-site team member for (name of school) vocational program evaluation taking place during this academic year. You will find the specific date and assignment on the attached form along with a response sheet and return envelope.

As you probably are aware, the DPI Secondary Vocational Program Evaluation was developed jointly by the Department of Public Instruction and the UW-Stout Center for Vocational, Technical and Adult Education (CVTAE). Your name has been recommended by the project staff at CVTAE. Two hundred forty-four schools participated in the program evaluation in FY78-FY82. This represents for our school a second evaluation of our vocational program.

The main goal of the program evaluation is program improvement. Participating schools will benefit in this respect as well as satisfying federal legislation and state requirements of program evaluation within a five-year cycle. The School Evaluation Consortium (SEC) is aware of the evaluation model and have accepted this process to satisfy their vocational evaluation.

Instrumentation and procedures for the team visit are contained in the Team Visitation Guidelines which will be distributed to each team member prior to the visit. Team members will also receive a Self-Evaluation Report from our school prior to the visit. This report will be a major source of evaluation findings.

Discuss this opportunity with your administrator(s) (note the cc below) prior to returning the attached form. Upon accepting this team assignment, you will be contacted with a full-team roster as soon as available. Your mileage, room and meals will be reimbursed by our school district. Because this is a statewide reciprocal arrangement, there is no honorarium nor money for a substitute reimbursement.

Thank you for your consideration. Please do not hesitate to contact me if you have questions.

Enclosure: Response Form

cc: District Administrator

APPENDIX C (continued)

SAMPLE LETTERS

School's Correspondence to Team Leader (Letter #2)

(Letterhead)

DATE:

TO:

FROM: ____________________, LVEC
(School)

RE: Potential Vocational Program Evaluation Team Leader

We are happy to invite you to serve on the (name of school) vocational program evaluation being conducted during this academic year. You will find the specific date on the attached form, along with a response sheet and return envelope.

As you probably are aware, the DPI Secondary Vocational Program Evaluation project was developed jointly by the Department of Public Instruction and the UW-Stout Center for Vocational, Technical and Adult Education (CVTAE). Your name has been recommended by the project staff at CVTAE. Two hundred forty-four schools have participated in the program evaluation in FY78-FY82. This represents for our school a second evaluation of our vocational program.

As a team leader, you will be oriented to the evaluation process, by the CVTAE coordinator. Your duties as team leader will include assisting in the coordination of the visitation, guiding team members with their interviews and report writing, conducting the consensus meeting, listening to reports, and presenting the major findings to the local district administrator and LVEC.

Instrumentation and procedures for the team visit are contained in the Team Visitation Guidelines which will be distributed prior to the on-site visit. Team members and leaders will also receive a Self-Evaluation Report from our school prior to the visit as well as a team roster as soon as available.

Discuss the opportunity with your administrator(s) (note the cc below) prior to returning the attached form. Your mileage, room and meals will be reimbursed by the school district. Because this is a state-wide reciprocal arrangement, there is no honorarium nor money for substitute reimbursement.

Thank you for your consideration. Please do not hesitate to contact me if you have questions.

Enclosure: Response Form

cc: District Administrator

APPENDIX C (continued)

SAMPLE LETTERS

School's Correspondence to Team Members (Letter #3)

(Letterhead)

DATE:

TO:

FROM: ____________________, LVEC
(School)

Thank you for agreeing to participate in the team visit to:

School ________________________________

Date ________________________________

for the purpose of assisting in the evaluation of the DPI Secondary Vocational Program. It will be a pleasure to have you on this assignment.

Enclosed with this letter you will find a copy of the Team Visitation Guidelines which will help you in preparing for the visit. Please note the "Overall Visitation Schedule" on page 15 as well as Chapter 4: Team Member Handbook.

In the very near future, we will be sending you the following items for your convenience as well as for advance study.

(1) "Information for Visiting Team"
(2) A personal data sheet which should be filled out and returned to the school
(3) Name/Address roster of team members
(4) Finalized visitation schedule
(5) A map of the area showing the school and lodging sites
(6) The Self-Evaluation Report
(7) Flow Chart
(8) Rating Scale

May we suggest that you study these materials carefully taking particular note of your specific assignment area. An orientation session to assist team members in their assignments will be conducted by your team leader and CVTAE coordinator at 6:30 p.m. the evening preceding the first day of the visit. (See your finalized visitation schedule for meeting place.)

If you have any further communications concerning the team visit, please contact us. We look forward to working with you on this assignment.

Enclosure: Team Visitation Guidelines

APPENDIX C (continued)

SAMPLE LETTERS

School's Correspondence to Team Leader (Letter #4)

(Letterhead)

DATE:

TO:

FROM: ______________________, LVEC

(School)

Thank you for agreeing to lead the team visit to:

School ______________________________

Date ________________________________

for the purpose of assisting in the evaluation of the Secondary Vocational Program. It will be a pleasure to have you on this assignment.

Enclosed with this letter you will find a copy of the Team Visitation Guidelines which will help you in preparing for the visit. Please note the "Overall Visitation Schedule" (page 15), Team Leader Handbook (page 22) and Team Member Handbook (page 30).

In the very near future, our school will be sending you the following items for your convenience as well as for advance study.

(1) "Information for Visiting Team"
(2) A personal data sheet which should be filled out and returned to the school
(3) Name/Address roster of team members
(4) Finalized visitation schedule
(5) A map of the area showing the school and lodging sites
(6) The Self-Evaluation Report
(7) Flow Chart
(8) Rating Scale

May we suggest that you study these materials carefully taking particular note of your assignment areas.

We are looking forward to meeting and working with you.

Enclosures: Team Visitation Guidelines

APPENDIX C (concluded)

Prospective Team Member Response Form

Host District ______________________________

Name of School(s) ______________________________

____

Date* of on-site visit ______________________________

Your team evaluation assignment is ______________________________

Your team leader is ______________________________

*The team will be coming in to meet at 6:30 p.m. on the first day shown for team orientation. It is essential that all team members be present for orientation. The remaining two dates shown represent full team visitation dates.

- -

Please return in the enclosed envelope by _ ______________ to:

____ I plan to participate in the above cited visit.

____ I am not able to participate in the above cited visit; however, I could be a team participant at a different date.

You will be notified of total team as soon as identified.

IMPORTANT: To make sure our records are accurate, please fill in as indicated below:

______________________________ Name and title	______________________________ name or supervisor/administrator
______________________________ school address	______________________________ school address of supervisor/ administrator (if different from yours)
______________________________ your school telephone	

APPENDIX D

Sample Forms for On-Site Visit
INFORMATION FOR THE VISITING TEAM

(This information can be assembled well in advance of the visitation and should be sent to all team members, DPI supervisor and CVTAE consultant, approximately 2-3 weeks prior to the on-site visitation.)

1. Name of school: ______________________________
2. Team Leader: ______________________________
3. Dates of visit: ______________________________
4. Housing: (name of facility, location, telephone number, include map)

   ____

5. First meeting of team: time ______________________________

   place ______________________________

6. Final meeting of team: (estimated time) ______________________________
7. Arrangements:
   a. Where on campus will the team workroom be located? ______________

      ____

   b. Will other work or conference rooms be available? Where? __________

      ____

   c. What computers and software are available at the school for team member use?

      computers ______________________________

      software ______________________________

   d. Will typewriters and/or photocopying capabilities be available?

      ____

   e. Will transportation be available to reach facilities located away from the main campus? ______________________________
8. Message center phone number where members can be contacted while on-site:

   ____

   ____

APPENDIX D (continued)

Sample Forms for On-Site Visit

PERSONAL DATA SHEET

Please fill out the items listed below and return by ______________ to:
(date)

____

____

____

(Self-addressed, stamped envelope is enclosed)

(Check one)

☐ Female ☐ Male

1. Name ____
2. Arrival time (estimate) ______________________________
3. Team members traveling together (names) ________________

   ____
4. Special dietary requirements __________________________
5. Arrangements have been made for members to share double rooms. If you prefer a single (twin) room only, please specify here:

   ____

   ____

   ____
6. Indicate rooming preference:

   Non-Smoker ☐

   Smoker ☐

APPENDIX D (continued)

Sample Forms for Team Report

Team Assignments

RESPONSIBILITY (Names)

- Team Leader ________________________

MANAGEMENT AREAS

- Planning ________________________
- Implementation ________________________
- Evaluation ________________________
- Guidance/Counseling ________________________
- Special Needs ________________________
- POOL ________________________

PROGRAM AREAS

- Agriculture ________________________
- Business Education ________________________
- Health Occupations ________________________
- Home Economics Education ________________________
- Technology Education ________________________
- Marketing Education ________________________

CONSULTANTS

- DPI ________________________

____

- CVTAE ________________________

____

NOTE: The number of team members selected will be flexible for the size of the school, the size of the vocational department, and the number of program areas operating within the department. Team members can, when appropriate and qualified, carry more than one management or one management and one program area.

APPENDIX D (concluded)

Overall Visitation Schedule

Pre-Visitation Evening	• Arrive at school by 6:30 p.m. Please check in at (specify lodging facilities) and have dinner before arrival at school.	
	• 6:30 - 9:30 p.m.	Orientation session for visiting team at school team workroom (specify room site).
Day One	• Arrive at school by 8:00 a.m.* Please have breakfast before arrival.	
	• 8:00 a.m.*	Local staff-team introduction meeting. Meet superintendent, principal, LVEC, available vocational staff.
	• 8:30 a.m.*	Team work/assignments/interviews.
	• 12:00 noon*	Lunch at (specify facility). School board and advisory members may be invited.
	• 1:00 p.m.	Team work/assignments/interviews.
	• 3:30 p.m.	Team conference in school team workroom. Complete the Rating Scale. Team members will begin writing tentative conclusions in preparation for the consensus meeting.
	• 5:30 p.m.	Dinner at (specify facility).
	• 7:00 p.m.	Team consensus meeting in team or motel workroom. Review each evaluators tentative conclusions. Recommendations and suggested solutions for each criteria will be formulated following consensus.
	• 10:00 p.m.	Dismiss for the day.
Day Two	• 8:00 a.m.	Team leader and CVTAE Consultant available in team workroom for assistance.
	• 8:00 a.m.	Finish writing reports. Some members may need additional interviews to clarify an issue.
	• 8:15 a.m.	Typists begin typing rough drafts.
	• 10:00 a.m.	Begin report readings as ready.
	• 11:00 a.m.	All report writing completed and turned in to CVTAE coordinator.
	• 12:00 noon*	Lunch at (specify facility).
	• 1:00 p.m.	Continue Readings.
	• 3:00 p.m. (approximate)	Team member debriefing by CVTAE consultant. Travel vouchers filled out and turned in to LVEC. Leave school.
	• 3:00 p.m.	Exit Conference: Team Leader, LVEC, CVTAE Consultant with administration and school board member.
	• 4:00 p.m.	Leave School

*Adjust time to fit school schedule

APPENDIX E

Sample Form for Team Report

Area of Concern ______________________________

SAMPLE

CONCLUSIONS (findings)	**RECOMMENDATIONS**	**SUGGESTED SOLUTIONS**
A Conclusion states: *"WHAT IS."* 1. A factual statement of what exists. Example: There is an advisory committee serving the business education program. 2. It is non-judgmental 3. Brief as possible 4. Supported with evidence a. according to Self-Evaluation Report b. according to interviews c. etc. 5. Do not use such terms as: "It seems that ..." "It appears that ..." 6. Only ONE conclusion per sheet.	A Recommendation states: *"WHAT SHOULD BE."* 1. State what they should be doing. Possibly explain the reasons. 2. If the conclusion is a strength, then merely compliment them.	Suggested Solutions state: *"HOW TO GET THERE."* 1. Give specific suggestions a. Resources (texts, materials, state guides, etc.) b. Methods/approaches c. People (consultants) d. etc. 2. Refer to sample reports for ideas and to avoid "reinventing the wheel."

APPENDIX E (continued)

(copy for use in draft typing)

Area of Concern ______________________________

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS

APPENDIX E (continued)

Sample Form for Team Report

PERSONAL INTERVIEWS

Name of School: ______________________________

Team Member: ______________________________

I interviewed the following people during the course of the visitation:

Name:	Title:

APPENDIX E (concluded)

Sample Form for Team Visitation

Individual Team Member Schedule

Team Member: ______________________________

Time	Name and Position of Interviewee	Place
________ (day)		
6:30 p.m.- 9:30 p.m.	Team Orientation	Team Work Room
________ (day)		
7:30-8:00	Staff/Team Introductory Meeting	Team Work Room
3:30-5:00	Team Meeting/Complete Rating Scale Write Tentative Conclusions	Team Work Room
5:30-6:45	Team Dinner	
7:00-10:00	Team Consensus Meeting	
________ (day)		
8:00	Begin Report Writing	Team Work Room